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ABSTRACT

Part 1 of this document reviews literature written by or primarily addressed to university adult educators, and provides a topical index to the accompanying 144 item annotated bibliography. Divided into 22 brief sections, Part 1 draws out and summarizes the major policy level issues and concerns discussed in the literature, elaborates its summary statements wherever possible with quotations from the works reviewed, and cites documents or parts thereof in which a given area of concern is discussed. The bibliography itself (Part 2) primarily represents the work of evening colleges and general extension division divisions, with some references from junior college and Cooperative Extension Service literature to stress the growing interrelationship between these two areas of higher adult education. A few other references illustrate the fact that business and industry, government agencies, such organizations as the Brookings Institution and the Aspen Institute, and many other nonuniversity sponsors furnish university caliber adult education. (LY)

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THE LIBRARY OF CONTINUING EDUCATION
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UNIVERSITY ADULT EDUCATION:
A SELECTED BIBLIOGRAPHY, 1967

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UNIVERSITY ADULT EDUCATION: A SELECTED BIBLIOGRAPHY, 1967

This bibliography brings together a highly selected group of documents illustrating the policy level concerns and issues salient in the minds of university adult educators.

The bibliography has been drawn primarily from the work of university evening colleges and general extension divisions, with some references from junior college and Cooperative Extension literature to emphasize the growing inter-relations of these areas of higher adult education.

A few references were added to illustrate the fact that adult education of university caliber is being provided by business and industry, by government agencies, by such organizations as the Brookings Institution and the Aspen Institute and, in fact, by a host of other non-university sponsors.

1. Adolfson, L. H. Today's critical needs and university extension. Keller, E.L. and others, jt. auth. Washington, Division of General Extension, American Association of Land-Grant Colleges and State Universities, 1961. 8p.

   Position paper outlines the basic characteristics, methods, requirements, and mission of university extension education.

2. Adult Education Association of the U.S.A. A directory of federal support for adult education. Washington, AEA, 1966. 111p.

   A listing of about 100 adult education sources of support in the programs of a wide range of federal government agencies. Information given for each: nature of program and purpose; eligibility; amount and type of funds; authorizing legislation; where to obtain information; brief commentary on the program. A selected list of legislation related to adult education. Bibliography.

3. Adult Education Association of the U.S.A. Commission on Architecture. Architecture for adult education. Chicago, AEA, 1953. 74p. illus. photos.

   A graphic guide for planning physical facilities for adult education. Photographs, floor plans, and discussion of health centers, religious buildings, buildings for industry, elementary schools, high schools, college buildings, audiovisual facilities, libraries, recreational buildings, community centers, and buildings especially for adult education.

4. American Association of Junior Colleges. Junior College Directory, 1965. Washington, American Association of Junior Colleges, 1965. 50p.

   Directory of information on public and private junior colleges. Alphabetical list, enrollment data by institution, various summaries, and descriptive tables.

5. Aspen Institute for Humanistic Studies. Annual report, 1965. Aspen, Colo., Aspen Institute for Humanistic Studies, 1965. 33 p. illus.

   The 1965 Aspen report reviews the Aspen Executive Program, the Aspen Award ceremony honoring dancer Martha Graham, art activities, public programs (lectures, etc.), planning conferences, programs in the sciences and humanities, conferences on design and architecture, and complementary programs. Contributors to the Institute, members of the Aspen Society of Fellows, and new members are listed. Photographs and descriptions of facilities are included. Supplement lists conferences and participants.

6. Association of University Evening Colleges. Salary survey of administrative personnel. Norman, Okla., AUEC, 1965. 16 p. Illus.

Characteristics of AUEC member institutions and their evening divisions, and of evening-college staff, are summarized from questionnaires completed by 555 individuals and 111 institutions. Evening-college salary scales are correlated with institutional data on type of control, religious affiliation, size of classes, financial policy, course offerings, credit or non-credit programs, geographical locations, and attitudes of other institutional officials toward the evening division; and with personal data (age, length of service, degrees held, etc.) on evening-college administrative personnel.

7. Bebout, John E. Urban extension; university services to the urban community. (IN The American behavioral scientist, v.6, Feb 1963, pp. 24-45) 22p.

A four part consideration of the concept of urban extension. Part 1 inspects critically the common analogy with agricultural extension and lists some principles of extension management which may usefully be applied to urban extension. Part 2 discusses seven likely functions of urban extension and the relation of the university to each. Part 3: the urban agent, numbers and types of persons required. Part 4 is a discussion of the values and goals to be served and a consideration of the problems, including that of political involvement, which universities may encounter.

8. Benne, Kenneth D. Adult education in the university; a "primitive" look at the university system. (IN Journal of higher education, v.27:8, Nov 1956, pp.413-418).

Discusses relationships and conflicting interests among elements of university social systems--academic personnel, administrative personnel, and categories of students (graduates, undergraduates, and adult extension students). University extension programs are pictured as reflecting primarily the needs, concerns, and interests of the wider society.

9. Blackwell, Gordon W. The university and continuing education in the future. (IN Taylor, Harold; Blackwell, Gordon W.; Mead, Margaret. Today and tomorrow; three essays on adult education in the future. CSLEA. Notes and essays on education for adults, no. 34, pp.17-33) Chicago, CSLEA, 1961.

A look at the social and organizational changes occurring in the contemporary American scene, with focus on three elements of rapid change with which education will be faced in the immediate future: (1) rapid shift from a rural to urban way of life; (2) development of fused and linear cities; (3) general massification of society. Implications of these trends for continuing education are discussed, with four areas selected for special consideration. The first is alumni education which must begin on the campus in the undergraduate program, with information provided the students on the kinds of continuing education programs which the institution will provide. The second area is educational guidance centers for mature women. The third area is education for the aging. The last area for attention is that of continuing education and community problems. Continuing education must be closely related to technical problems facing local and state governments as the future of American society becomes increasingly complex.

10. British Columbia. University. University Extension. Continuing education in the professions; a symposium held at University of British Columbia, Oct 25, 1961. Vancouver, University Extension, University of British Columbia, 1962. 62p.

Papers on continuing education in the professions by Roby Kidd and Paul Sheats, with extensive commentary by a panel of experts. Kidd discusses the nature of a profession and the contributions of the professional man in society, drawing implications for professionel education and stressing the importance of liberal education. Sheats, using the explosive growth of professional continuing education at the University of California as example, discusses types of programs in university extension, again with emphasis on reaching professional people with liberal education.

11. Burch, Glen. Challenge to the university; an inquiry into the university's responsibility for adult education. Chicago, CSLEA, 1961. 79p. (CSLEA. Notes and essays on education for adults, no.35)

An examination, published in 1961, of the entire range of policy problems in university adult education, with special attention to its "unassimilated" service function. Many illustrations of current trends are presented from programs of various universities

12. Burkett, J.E., ed. Bachelor of Liberal Studies; development of a curriculum at the University of Oklahoma. Ruggiers, Paul G., jt. ed. Boston, CSLEA, 1965. 107p. (CSLEA. Reports).

A detailed description by University of Oklahoma faculty members of a new degree program in liberal studies designed especially for adult students. Three chapters explore the need for such a program, describe the curriculum design procedures and describe the curriculum. Two chapters give a more detailed description of the major subject areas covered. Appendices provide: an outline of the procedures for obtaining the degree; age, geographical distribution and other data on the students; reading lists for each study area; and selected references.

13. Burns, Hobert W., ed. Sociological backgrounds of adult education. Chicago, CSLEA, 1964. 178p. (CSLEA. Notes and essays on education for adults, no.41).

Background information on social trends presented by five sociologists to a conference of university adult educators. Burton Clark on the implications of the growth of research and development; Robert Havighurst on changing status and roles during the life span; Henry Sheldon on adult population trends. John Johnstone presents data from his 1961 study of participation in adult education and projects participation rates into the future. Introduction by Hobert Burns and extensive comments by the adult educators, are included.

14. Bye, Carl R. Instructional standards for adult education programs. (IN Conference of administrative officers and deans of Syracuse University, Apr 18-20, 1958. New directions for adult education, pp. 33-36).

Considers major advantages and disadvantages of evening-college learning situations in the light of the problem of maintaining course standards.

15. California. University. University Extension. University of California extension in a decade of transition; a report to the Combined Academic Senate Committee on University Extension covering the years 1952-1962. Berkeley, University of California, 1963. 44p. tables. figs. graphs. photos.

An overview of the efforts of the Extension Division of the University of California to provide continuing education, underscoring the changing nature of extension clientele, the variety of demands upon a state university system, and the growing social urgency for more rapid dissemination of new knowledge. Trends noted are: (1) the rise of the professional extension administrator; (2) development of numerous certificate programs; (3) expansion of publishing activities; (4) film production based on the curriculum; (5) international programs at the highest professional levels; (6) dissemination of research findings to top echelon national groups; (7) expanded correspondence programs, involving more offerings on the upper division and professional levels; (8) expanded scope in music extension and theater; (9) broad conferences; (10) rise in level of extension services to unions, (11) new emphasis on executive education programs; (12) emphasis on extremely advanced professional courses in engineering and sciences. Future predictions include a shift to post-graduate courses with less emphasis on parallel degree credit courses; an increase in the number and nature of sequential programs in the liberal arts which involve new formats and new combinations of subject matter; no expansion of degree credit courses; increase in the trend toward decentralization of extension administration; strengthening of the faculty-extension relationships; programmed instruction to replace many of the traditional methods; an increase in government and institutional contracts and grants.

16. California. University. Universitywide Academic Senate Committee on University Extension. The new challenge in lifelong learning; a conference on the future role of the university in relation to public service, Lake Arrowhead, Calif., May 9-11, 1965. Los Angeles, Calif., Universitywide Academic Senate Committee on University Extension, University of California, 1965. 79p.

Though focused on the problems of California, this report includes papers on a range of topics of general interest in university adult extension. Various authors discuss: the history of agricultural and general extension in California; the appropriate role of the university in public services; the problems of enrollment and cost projections; curriculum for manpower development, for liberal education, and for use of leisure time; prospects for the future of university adult education.

17. Calkins, Robert D. New tasks for our universities. (IN National University Extension Association. Proceedings of the forty-seventh annual meeting, 1962. pp.23-31).

Continuing education for wiser, more effective leadership, both in professions and occupations and in public life, is viewed as a national necessity. Needs and goals are outlined, and the skills and surroundings required to promote mature learning and inquiry are indicated.

18. Carey, James T. The development of the university evening college as observed in ten urban universities. Chicago, CSLEA, 1961. 73p. (CSLEA. Research reports).

A study dealing with the emergence of the university evening school on the American scene, its history, operational dynamics, and social relationships. Emphasis is on four hypotheses: (1) the tendency to develop a stable student body committed to a certain period of time; (2) the tendency to choose a dean from the academic world and to develop a full-time faculty in the evening division; (3) the tendency toward a wide selection of traditional programs; and (4) the tendency to develop a substantial amount of capital equipment. Evening colleges encourage the development of an evening student culture, with student consciousness organized around the degree programs in the evening. Typically, the dean or director comes from teaching a subject matter speciality, but there is a trend for administrators to come with professional training in adult education, and a movement to professionalize the field. The trend is also toward a regular salary schedule and tenure for evening faculty who are full-time in the evening division. In the curriculum, the tendency is toward a more complete offering of all daytime programs, with attempts to sell entire programs rather than discrete courses. A crucial element in the evening division's autonomy seems to be the number of conference centers, off-campus holdings and residential meeting places.

19. Carey, James T. Forms and forces in university adult education. Chicago, CSLEA, 1961. 229p. tables.

Published in 1961, this report summarizes information from an extensive study of university adult education conducted through questionnaires to AUEC, NUEA institutions and a sample of liberal arts colleges, plus interviews with various officials in 18 colleges and universities. Though particularly focused on liberal adult education, this is the best and most detailed study of the range of forces which favor or impede the growth of adult education in American higher education. Following a chapter on the history of university adult education and one on the status of liberal education programming, the report explores such factors as tradition, nature of the personnel, financial arrangements, goals and objectives, the community context, etc. A model growth cycle of adult education divisions is suggested and profiles of various types of divisions are presented. Methodological notes. Many tables.

20. Carlin, Edward. Whose is the university? (IN DeCrow, Roger, ed., Growing time. CSLEA. Notes and essays on education for adults, no. 44, pp.38-43.) Boston, CSLEA, 1964.

Three social systems in constant interaction create healthy tension in the life of the university. While not mutually exclusive, they have significant differences in their relationships to the university. These social systems are: (1) the public, composed of a broad spectrum of individuals and groups, from those who cannot name the university to those who are in constant contact; (2) the university community itself, including not only the professors, students, administrators, housekeepers but also the larger community of scholars to which they are all related; (3) the legal system of the university, including the nature of its charter, its board of control and its established sources of funds and support.

21. Chicago. University. Studies and Training Program in Continuing Education. A directory of residential continuing education centers in the United States and Canada, 1963-1964.

Chicago, University of Chicago, 1965. 68p. mimeo.

Identifies 130 residential continuing education centers in 30 states totaling a sleeping capacity of more than 16,000. Lists dining and conference facilities, names and addresses of directors.

22. Clark, Burton R. Knowledge, industry and adult competence. (IN Burns, Hobert W., ed. Sociological backgrounds of adult education, pp.1-16) illus.

The social impact of changes in knowledge and industry are discussed in terms of obsolescence generated in industry and occupations, effects of research and development on industry and higher education, and the problem of maintaining adult competence through periodic retraining and reorientation.

23. Clark, Harold F. Classrooms in the factories; an account of educational activities conducted by American industry. Sloan, Harold S., jt. auth. Rutherford, N.J., Institute of Research, Fairleigh Dickinson University, 1958. 139p. Bibliography: pp.136-139.

Comprehensive review of educational activities of American business and industry in programs so massive and diverse in scope that the authors regard them as "a third educational force" of major consequence in American life. Activities range from orientation and skill training to extensive technical, management development, human relations, and general education programs operated directly by business and industry or by the schools and universities. Chapters on cooperation with formal educational institutions and on the implications and problems of this movement. Extensive bibliography.

24. Clark, Harold F. Classrooms in the military; an account of education in the armed forces of the United States. Sloan, Harold S., jt. auth. New York, Institute for Instructional Improvement, 1964. 163p. illus. Bibliography: pp.143-151.

An overall account of education in the armed forces, both on-duty education provided by a complex education system operated directly by the military, and the extensive demands of the armed forces on the formal educational system. Chapters on methods used, on the subjects studied and their relation to later civilian life, the reactions of the participants, etc. Extensive bibliography.

25. Clark, Harold F. On-duty education: officer and functional courses. Sloan, Harold S., jt. auth. (IN Classrooms in the military, pp.43-63) Illus.

Chapter outlines provisions for early officer training, including: degree programs of the Naval Postgraduate School and the Air University; intermediate college programs of the respective armed services; and advanced sequences offered by the service war colleges (Army War College, Naval War College, Air University, Senior Marine Corps School) and by the joint colleges (Armed Forces Staff College, Industrial College of the Armed Forces) in high-level strategy and policy-making. Five charts depict general classifications of officers and courses, with the number of courses in each classification, courses offered under selected classifications, and areas of instruction in selected courses.

26. Clawson, M. The human environment. (IN California. University. Universitywide academic senate committee on university extension. The new challenge in lifelong learning, pp.39-44).

Discusses the impact of increasing population, rising educational levels and requirements, technological change, mobility, and leisure on future needs and demand for university adult education in California.

27. Conference of administrative officers and deans of Syracuse University, Apr 18-20, 1958. New directions for adult education. Syracuse, N.Y., Syracuse University Press, 1959. 85p.

Papers presented to a conference of administrative officers and deans of Syracuse University to brief them on various aspects of university adult education. Three essays deal with adult education at Syracuse University; others take up such problems as: needs of adult students, library provision, plant requirements, role of the community colleges and problems of academic standards. A.A. Liveright comments on the papers and examines new directions in higher adult education.

28. Coombs, Philip H. The university and its external environment. (IN Daigneault, George H., ed. The changing university, pp.24-34). 11p.

The effects of rising university enrollments, the proper scope and character of the university's educational task, and pressures of the growing university research establishment upon more peripheral programs such as university adult education, are discussed. Questions are raised concerning the objectives and functions of the adult education division in continuing education.

29. Crimi, James E. Adult education in the liberal arts college. Chicago, CSLEA, 1957. 38p. (CSLEA. Notes and essays on education of adults, no. 17).

Report of a 1954 survey on adult education programs and practices of 233 liberal arts colleges (from 404 institutions returning the questionnaire). Information on: size of enrollments; distribution by size of community; type of institutional control: private and nonsectarian, Catholic, Protestant; types of programs: credit, noncredit, lecture series, correspondence, etc; subject content; sources of teachers; benefits, problems, trends in adult education in the liberal arts colleges.

30. Cundiff, Edward. Academic standards in adult education. (IN Conference of administrative officers and deans of Syracuse University, Apr 18-20, 1958. New directions for adult education, pp.37-40).

Urges practical recognition, in the form of special teaching methods and more favorable instructor attitudes, of the needs, problems and background of the adult evening student.

31. Daigneault, George H. Decision making in the university evening colleges; the role of the resident department chairman. Chicago, CSLEA, 1963. 70p. illus. (CSLEA. Research reports).

Conclusions and descriptive information from a doctoral dissertation on decision making processes prevalent in university evening colleges. Four publicly-supported institutions, and six private, non-sectarian institutions, were studied. The relation of departmental objectives to evening-college objectives, arrangements for selecting and assigning faculty, patterns of authority and responsibility, and approaches to evaluating departmental evening programs, are discussed.

32. Daigneault, George H., ed. The changing university; a report on the seventh annual leadership conference. Chicago, CSLEA, 1959. 64p.

Papers on the changing environment in American higher education presented to a conference of university adult educators, including discussion of each paper by the participants. Nicholas Demerath discusses problems caused by the growth and increased complexity of universities; Philip Coombs examines the external demands on the university for increased quantity and quality in higher education, with reference to the problems of financial support; and Thomas McConnell discusses the growing elaboration and differentiation of functions in higher education.

33. DeCrow, Roger. Administrative practices in university evening colleges. Chicago, CSLEA, 1962. 74p. (CSLEA. Reports) Bibliography: pp.66-74.

This report of a 1961 survey of 100 member institutions of the Association of University Evening Colleges gives detailed information on administrative practices in evening colleges. Data on such topics as: number and size of evening colleges; types of organizational structure; proportions of work devoted to credit, non-credit, certificate and other programs; time and length of classes; admission policies and student services provided; tuition and fees; faculty arrangements, orientation and compensation practices; size and salaries of administrative staffs. Includes questionnaire and a list of basic information sources in university adult education.

34. DeCrow, Roger, ed. Growing time. Boston, CSLEA, 1964. 82p. (CSLEA. Notes and essays on education for adults, no.44).

A selection of papers by various authors presented over the years to the Michigan State University Seminars on University Adult Education. The papers are organized in three sections: (1) social trends as they affect university adult education with papers by Howard Higman, Milton Stern, and John S. Diekhoff; (2) the nature of the university, including papers by Edward Carlin, Paul Miller, and Thomas Hamilton; (3) the tasks of the adult educator with papers by Thurman White, Malcolm Knowles, Julius Nolte, and John Friesen.

35. Dekker, Tunis H. Faculty commitment to university adult education. (Dissertation abstract) Chicago, University of Chicago, n.d. 19p. mimeo. (Ph.D. thesis, University of Chicago).

An examination of the relevance of continuing education to the basic goals of American universities in terms of the attitudes of faculty members participating in university adult education conferences. The assumption is that the judgments academic personnel make, and the professional values which they associate with adult education work, reflect the degree to which university adult education mediates successfully between academic institutions and the off-campus community. The study revealed that no correlation existed between faculty orientation to university conferences and academic subject within the university; an association existed between faculty orientation and the amount and frequency of conference involvement; faculty orientation tended to be independent of age, academic education, tenure, length of appointment, time devoted to teaching and time devoted to research, but academic rank proved to be correlated to faculty orientation, leading to the conclusion that those with highest academic rank are well established in their institutions and find relevance and value in adult education work.

36. Demerath, Nicholas J. The changing character of the university. (IN Daigneault, George H., ed. The changing university, pp.5-23). 19p.

Tensions and stresses within the university are described, including the growing conflict of interest between faculties and university administrators. Major policy issues affecting the future quality of university adult education, e.g., educational structures and patterns of recognition for faculty, are raised.

37. Deters, Richard T. Equal under law; the rights of part-time college students. (IN Association of University Evening Colleges. The next twenty-five years; proceedings of the twenty-fifth annual meeting, 1963, pp. 46-52).

The adult night student, like the day adolescent, is a human person, with all a person's gifts, privileges, and rights; and his advanced education is in the national interest. There are those who think that it is more important to prepare scholars, teachers and scientists as rapidly as possible, not at the convenience of the part-time student. Evening colleges are being diverted from the part-time students in order to provide facilities for the day students. We need scholars, teachers, and scientists, whether it takes four years to prepare them, or ten. The individual must not be discriminated against because he is a part-time student. As a person he has the same right to higher education as the full-time student. Only after pressure from AUEC and other groups has the part-time student been recognized as eligible for federal aid.

38. Diekhoff, John S. The future of Cleveland College. Chicago,CSLEA, 1960. 49p. mimeo.

In a memorandum for the guidance of a planning committee considering the future of Cleveland College, the adult education division of Western Reserve University, Diekhoff describes the Cleveland College programs and considers likely trends and problems for the future, Populations served, curriculum, problems of enrollment projections, financial policies and a wide range of other topics are discussed as they relate to the credit and non-credit work of Cleveland College. Though considered in a particular context, the matters examined are of common interest in evening colleges.

39. Dryer, Bernard V. Lifetime learning for physicians; principles, practices, proposals. (IN Journal of Medical Education, v.37:6, Jun 1962) 134p.

A review of the present state of continuing education in medicine and a proposal for a 'university without walls' for drastic improvement through a nation-wide cooperative program. Basic assumptions: continuing education of physicians is one of the most important problems facing medical education; there is a serious gap between knowledge and application in medical practice; continuing medical education is a national problem requiring a national plan for solution. Criteria for successful continuing education programs for physicians: direct and personal meaningfulness to the individual; complete freedom to participate or not; easy accessibility; continuity; utmost convenience. A national plan incorporating these features is suggested, with extensive exploration of the possible use of new methods and media and of the production of teaching materials.

40. Dyer, John P. Ivory towers in the market place; the evening college in American education. New York, Bobbs-Merrill, 1956. 205p. Bibliography: pp.196-201.

Though now out-of-date in some respects, this volume is still a useful introduction to evening college education. Written in a style which makes it very accessible to the general public, it reviews the need for evening education, types of persons typically involved, types of programs, problems of faculty and organization, etc. Extensive bibliography.

41. English, J. M. Some economic questions concerning lifelong learning. (IN California. University. University-wide academic senate committee on university extension. The new challenge in lifelong learning, pp.33-37).

Discusses the relationship between alternative policies of investment for development and financial responsibility in California university extension programs, and how the ultimate social and financial benefits to California citizens and taxpayers can be assessed in determining financial policies in extension.

42. Erickson, Clifford G. Eight years of TV college; a fourth report. Chausow, Hyman M; Zigerell, James, Jt. auths. Chicago, Board of Education, 1964. 40p. illus. photos. figs.

Summary report of experience with eight years of the Chicago TV College program of junior college credit courses by television. The program was extremely successful. Data are presented and problems outlined on: curriculum offered; achievement and retention of learning; types of faculty and special training for TV presentations; costs; types of students enrolled and retained; relationships of the TV college to the regular junior college programs; and expectations for the future.

43. Ford Foundation. Urban extension; a report on experimental programs assisted by the Ford Foundation. New York. Ford Foundation, 1966. 44p.

A review of the analogy of urban with rural extension and brief reports of Ford Foundation programs illustrating various approaches to urban extension developed by eight universities and the Pittsburgh ACTION-Housing organization. List of project directors. Bibliography of general and project related reports.

44. Friedmann, Eugene A. Changing value orientations in adult life. (IN Burns, Hobert W., ed. Sociological backgrounds of adult education, pp39-64) illus.

Value orientations are discussed in terms of major adult roles in our society; cyclical shifts influencing performance in specific roles; consequences of role loss; influences of value orientation on selection of new goals and role activities; and relationships between value orientation and socialization processes (education or preparation for living) during adulthood. Characteristics of vocational, avocational, and family careers are outlined. Shifting goals and adult education participation are discussed. The case history of a residential seminar is presented as an indication of increasing interest among older adults in liberal, nonvocational, leisure-oriented education.

45. Fund for Adult Education. A ten year report of the Fund for Education, 1951-1961. White Plains, N. Y., Fund for Adult Education, 1962. 127p.

Final ten-year report of the work of the Fund for Adult Education, briefly recounting its extensive work in educational television, the development of liberal education study-discussion programs and programs of education for public responsibility, fellowship programs, and general support of adult education organizations. Lists of grantees, projects, publications and a financial accounting.

46. Glancy, Keith E. Noncredit adult education at the university level; a summary report. Lafayette, Ind., Division of Educational Reference, Purdue University, 1958. 23p. illus. (Studies in higher education, 88) Bibliography: pp.12-16.

Summary report of author's 1958 thesis presents practices, attitudes regarding non-credit university adult education as shown in questionnaires from 524 academic administrators and teaching personnel in 293 colleges and universities with non-credit adult programs, and by responses from 40 institutions without such programs. Patterns of sponsorship, provision of teaching staff, participants in program planning, sources of funds, and types of clientele, are outlined. Opinions on instructor qualifications, suitable scope and level of courses, cooperation with outside groups, clientele participation in program planning, and responsibility for financial support and program administration, are cited. Major points of consistency or inconsistency between opinions and actual practices are noted, and differences in attitudes toward administrative and operational practices are briefly examined in relation to selected characteristics (sponsorship, location, size of community, enrollment, type of program, areas of responsibility, administrative staff, etc.). Appendix: 74-item opinion questionnaire. List of publications on higher education.

47. Goldman, Freda H. A turning to take next; alternative goals in the education of women. Boston, CSLEA, 1965. 57p. (CSLEA. Notes and essays on education for adults, no.47).

An examination of work and other role implications for "being a self" as a woman in a world of increasing automation and leisure. New and liberal life styles are proposed in which a meaningful life is not based on seeking a career, but on a variety of alternatives. Educational programs to facilitate the development of new life styles are explored in the context of a hypothetical experimental school.

48. Goldman, Freda H. University adult education in the arts; a descriptive view of programs. Chicago, CSLEA, 1961. 72p. (CSLEA. Reports).

A review of changing climate in the arts, noting the greater activity of a range of community organizations. Discussion of the relative emphasis on the three major purposes of university adult education in the arts: training producers of art; developing appreciation and understanding; bringing art to the community through exhibits, recitals, etc. Examples of programs from various universities are discussed by art form, e.g., visual arts, music, writing, theater, etc. Gaps in programming and possible new directions are reviewed.

49. Gould, Samuel B. Comments on the NUEA position paper; a university administration view of university extension. (IN National University Extension Association. Proceedings of the forty-sixth annual meeting, Santa Barbara, California, 1961. pp.25-31).

Gould cites all-inclusive aims, marginal relationships to the university, inadequate financial policy, the stigma (deserved or undeserved) of inferior standards, and lack of faculty respect and support, as besetting weaknesses of university extension which can be inferred from NUEA position paper. Corrective steps are urged.

50. Gowin, D.B. The part-time college teacher. Daigneault, George H., jt. auth. Chicago, CSLEA, 1961. 63p. (CSLEA. Research report) Bibliography: pp.59-63.

Research report based on an extensive study by the author and his colleagues at the University of Bridgeport, focusing on the part-time teacher; suggests that many administrators are reluctant to expect the same performance from a part-time teacher as from a full-time faculty member. Presents two patterns of expectations: (1) the instructor is selected because he can teach at a specified time, for a small amount of money, prepared for the job by a talk with the dean and a handbook, but no grasp of theoretical and philosophical aims of education is expected; (2) the potential teacher is given an educational program stressing theory and technique, and is judged by professional standards. New ways of recruiting, selecting and preparing part-time evening college teachers are discussed. Evidence is presented that a program of careful preparation will modify the ideas and attitudes which the prospective teacher holds about teaching.

51. Grinager, Patricia. Extension education by land-grant colleges and universities through television. Stanford, California, Stanford University, 1964. 401p. facsim. (Ph.D. thesis, Stanford University) Bibliography: pp.389-401.

Dissertation synthesizes materials on extension education by land-grant colleges and universities through television. The author used W.H. Cowley's "A Taxonomy for the Study of Social Institutions" as an aid in managing the objective. Sixteen of 68 land-grant institutions have either a whole or part-time share in a structure broadcasting on open circuits to general audience adults. Official statements of policy as they appear in federal legislation, as well as formal declarations by philanthropic foundations and land-grant institutions, are reviewed. Current teaching and related research as they apply to students not confined in classrooms are described. Although original purposes emphasized the continuing education of adults, actual practices increasingly favor in-school populations of younger persons. Extension educational television personnel include both educators-who-broadcast and broadcasters-who-educate. Describes the clientele by age, educational level, minority group membership, residence, socio-economic class, sex, and marital status. Traces the funds that got educational television off the ground, beginning with original foundation philanthropy, gradually tending toward cooperative tax support. Inventory of transmitting and receiving facilities. Surveys a wide variety of constitutional, institutional, and associational controls that undergird extension education by land-grant colleges and universities through television. Traces these controls from the days of radio-telegraphy and radio-telephony.

52. Hamilton, Thomas H. Adult education; task of the university. (IN DeCrow, Roger, ed. Growing time. CSLEA. Notes and essays on education for adults, no.44, pp.52-57) Boston, CSLEA, 1964.

The function of a university in both teaching and research, (for students in residence as well as for adults,) is to lead students and research apprentices from the specific, the concrete, and the particular to the general. the abstract,and the theoretical. The same criteria should be applied to adult programs as to regular programs, but they should be stated in terms of principles rather than mechanics.

53. Hattery, Robert W. A midwest world affairs audience; interest in world affairs and its origins. Hattery, Carolyn P. and others, jt. auth. Madison, Bureau of Government, University Extension Division, University of Wisconsin, 1959. 44p. mimeo. tables. Bibliography: pp.43-44.

Reports on the characteristics of adults who participate in world affairs education courses. Conclusions are that well-established Jewish and "old-stock" Protestant Americans are most likely to take an active interest in the subject, and their interest is initiated by a number of factors, most important of which seems to be an intellectually stimulating family life, and the least important, adult education activities or exposure to mass media. Their broad range of civic activities reflects a feeling of responsibility to be well-informed and this culminates in an interest in world affairs. Adult education appears to have two central tasks in the field of world affairs: to create an initial interest among those who do not recognize the importance of understanding international relations; and to provide those who are already aware of the importance with opportunities to broaden and deepen their knowledge and insight.

54. Havighurst, Robert J. Changing status and roles during the adult life cycle; significance for adult education. (IN Burns, Hobert W.,

ed. Sociological backgrounds of adult education, pp.17-38)
References: pp.37-38.

Discusses the relationship between instrumental education (preparation for future gain) and expressive education (education basically for its own sake) throughout adulthood. Typical roles and development tasks of the adult life cycle, and concerns that dominate each decade, are described. Extension of expressive or intrinsic forms of adult education, more effective services to adults over 50, and expanded service to working-class adults, are viewed as major tasks for the future.

55. Haygood, Kenneth. Shaping the urban culture; the role of higher education in the evolving urban scene. (IN Association of University Evening Colleges. The roles for the evening college in the city of tomorrow; proceedings of the twenty-fourth annual meeting, 1962. pp.57-63).

The greatest challenge for university adult education is developing a better understanding of urbanization on the part of the individual citizen. The university is the social institution to provide intellectual leadership and the evening college is in a strategic position to stimulate the university to assume this leadership. The peril in allowing our urban culture to develop haphazardly, is an attendant lack of personal meaningfulness, allowing people to develop as benign, placid, and acquiescent citizens who do not challenge the growth of our culture.

56. Haygood, Kenneth. The university and community education. Chicago, CSLEA, 1962. 64p. illus. (CSLEA. Notes and essays on education for adults, no.37).

Haygood examines types of community-oriented programs sponsored by academic institutions; discusses problems inherent in planning and executing programs; and comments on advantages and disadvantages of various approaches to community action and service. Scope, objectives, and requirements of community development are considered, and community service functions of universities are suggested.

57. Hendrickson, Andrew. The role of universities in the education of the aged. (IN Adult education, v.12:3, Spring 1962. pp.162-164).

Responsibilities of universities for research on education of the aged are indicated, difficulties in determining and meeting educational needs of older people are noted, and a proposed study involving 2200 subjects 65 and over in Columbus, Ohio, is outlined.

58. Horn, Francis H. *Promoting high standards of professional excellence.* Boston, CSLEA, 1964. 13p. (CSLEA. Occasional paper, no.9).

Horn raised the issue of whether the traditional credit evening college should be entirely separate from the non-credit program, or whether the two should be operated in the same unit. He recommends that evening colleges adopt a basic philosophy, organization, and program of their own, playing a unique role not shared with other colleges in the university. Their role should be seen, not just as duplicating educational services provided by the day colleges for adults whom circumstances have forced to complete their formal education on a part-time basis, but providing informal educational services, some with little or no relation to what the institution is doing in its day division. If evening colleges are to meet the challenge of the next 25 years for continuing education for adults, both excellence and standards must be measured in the light of the unique role and responsibility of the evening college.

59. Houle, Cyril O. *The evening college.* (IN Journal of higher education, v.25:7, Oct 1954. pp.362-373).

Describing the rise of an imaginary university and the shaping of its extension programs, Houle illustrates his conception of the evening college as an educational bridge between the academic community and the community at large.

60. Houle, Cyril O. *Major trends in higher adult education.* Chicago, CSLEA, 1959. 47p. (CSLEA. Notes and essays on education of adults, no.24).

A review of major trends in higher adult education, with brief consideration of a variety of policy problems in various types of higher education institutions. Contains a section on the coordination of agricultural and general extension and another on the rise of junior college adult education.

61. Houle, Cyril O. *The obligation of the junior college for community service.* (IN Junior college journal, v.30:9, May 1960. pp.502-516).

In the context of a mythical New Francisco Community College, Houle reviews some of the literature and current practices in junior college adult education, noting discrepancies between statement and practice. He examines the possible roles of the junior college, recommending: extending terminal education programs in occupational fields to adults already employed; a two-year curriculum especially for adults; more liberal, general, and cultural studies offered to the whole community; extension of guidance services to adults; collaboration with other adult education agencies; a broad program of courses, lectures, discussion groups and other community-oriented offerings. Methods and problems of organization, administration, and curriculum development are briefly discussed.

62. Houle, Cyril O. The university, the citizen, and world affairs. Nelson, Charles A., jt. auth. Washington, American Council on Education, 1956. 179p.

An effort, based on self-studies in 57 universities, interviews and review of the literature, to define the unique role of the university in education for world affairs and the methods which seem most effective. Introductory chapters consider what citizens know and need to know about world affairs, their role in world affairs and problems of identifying potential audiences. Subsequent chapters take up the following aspects of the subject: (1) description of university programs and the principles defining its role; (2) analysis of kinds of activities and their relation to the organizational structure of the university; (3) education suited to four groups of citizens: the inattentive, the attentive, the actively concerned, and the specialist; (4) proposed action program based on explicit goals for each audience. Note on method of the study. Bibliography.

63. Ingham, Roy J., ed. Institutional backgrounds of adult education; dynamics of change in the modern university. Boston, CSLEA, 1966. 115p. (CSLEA. Notes and essays on education for adults, no.50).

Papers on various aspects of American higher education, with emphasis on the problems of effecting change in this institutional environment. R.J. Ingham, in an introduction, raises the question of how university adult educators can best use the information in these background papers which are not explicitly focused on adult education implications. John Corson examines the role of leadership and external forces in causing change, using six major changes as examples; Burton Clark uses Antioch, Reed and Swarthmore to illustrate the concept of institutional "character"; Edmund Volkart explores the role of faculty and administration in institutional change; Howard Becker notes the importance of the particular perspectives of the students and the influence of student culture on attempts to institute change; Homer Babbidge maintains that all important changes have been evoked by forces outside the university community; and Peter Blau examines universities as administrative structures, especially as they differ from other complex administrative units.

64. Johnstone, John W.C. Adult uses of education; fact and forecast.

(IN Burns, Hobert W., ed. Sociological backgrounds of adult education, pp.89-128) illus.

Results of an inventory by NORC of adult education activities in the United States during June 1961-May 1962 are summarized, with criteria for defining and categorizing such activities. Subject matter in formal adult education and in self-study; methods of formal study; and estimated attendance of variously sponsored courses, are indicated. Participation is analyzed by age, sex, occupation, family income, size and type of community, family status, subject matter of first course, reasons for the most recent participation during the previous five years. General evaluations of course effectiveness suggest that courses are judged most effective as preparation for a new job or occupation. The potential audience for adult education is estimated at well over 30 million by 1982.

65. Johnstone, John W.C. Leisure and education in contemporary American life. (IN Theobald, Robert, and others. Perspective on automation: three talks to educators; CSLEA. Notes and essays on education for adults, no.43, pp.27-32) Boston, CSLEA, 1964.

Discussion of social class patterns that have implications for adult education in an automated society. The most relevant social class differences in the perception and evaluation of education are: (1) lower classes place less emphasis on the importance of higher education; (2) the average deprived person is interested in education in terms of how useful it can be to him; (3) the lower-class person is less ready than his middle-class counterpart to engage in continuing education even in situations where tangible economic gains are offered as reward; (4) the typical lower-class person does not think of education in terms of personal growth or self-realization, and is even less ready to turn to adult education for recreational purposes than for purposes of vocational advancement. For a sizeable sector of the population, continuing learning is understood and appreciated only in the language of tangible benefits, concrete rewards, and practical gains, and it is here that adult educators will face their most critical challenge in an age of automation.

66. Johnstone, John W.C. Volunteers for learning; a study of educational pursuits of American adults. Rivera, Ramon J., jt. auth. Chicago, Aldine Publishing Company, 1965. 624p.

Based on a national sample survey of the adult American population in 1962, this is a comprehensive account of adult education participation during a one year period. Participation data are presented on: number of persons and number of registrations, by subject studied, by sponsoring agency, by method of study (including independent study), with extensive analsis of age, educational level, socio-economic class and other variables related to the participants. An extended study of adult education provision in two localities shows the extent and type of program provision, the diversity of sponsoring agencies, and much about the attitudes of the participants. Another section gives a detailed and analytical account of the educational patterns of youth and young adults.

67. Joint AUEC-NUEA Committee on Data and Definitions. Programs and registrations, 1965-1966. Norman, Oklahoma, AUEC, 1966. 22p.

Annual report of enrollment and registration data from AUEC-NUEA institutions. Data are presented by member institution, by types of program (classes, conferences, correspondence) and by broad subject categories. Summary tables by program type, by credit status, and by subject. List of definitions.

68. Joint AUEC-NUEA Committee on Minimum Data and Definitions. Description and analysis of program and enrollment data, 1960-61 through 1962-63, and projection of future enrollments. Minneapolis, Minnesota, NUEA, 1964. 28p. tables.

Enrollment data for AUEC-NUEA institutions and analysis of trends in the period 1960-61 to 1962-63 with tentative projections into the future. Data by program types, e.g., classes, conferences, correspondence courses, discussion groups; by subject; by credit status, e.g., credit, non-credit, non-degree credit. Analysis of AUEC-NUEA differentiation. List of institutions; definitions of terms.

69. Kelley, R.L. The challenge of self-realization. (IN California. University. Universitywide academic senate committee on university extension. The new challenge in lifelong learning, pp.45-49).

The growing importance and magnitude of leisure in American society is described, and questions are raised concerning the role of extension education in fostering creative use of leisure.

70. Kellogg, W.K., Foundation. Continuing education; an evolving form of adult education. Battle Creek, Michigan, W.K. Kellogg Foundation, 1960? 57p. illus.

Recently developed programs and residential and conference facilities of the W.K. Kellogg Center at Michigan State University (opened 1951), the Georgia Center for Continuing Education at the University of Georgia (opened 1957), and centers at the Universities of Nebraska, Oklahoma, and Chicago, are described and presented as distinctive contributions to the theory and practice of continuing education. Course content of conferences, workshops, and seminars; audiovisual equipment and services such as educational broadcasting and closed-circuit TV; participant characteristics; financial support and budgeting; provision for self-study and research; and special educational and public-service activities, are featured. Illustrations include photographs and floor plans of the centers.

71. Knowles, Malcolm S. The adult education movement in the United States. New York, Holt, Rinehart and Winston, 1962. 335p.

This is the standard history of adult education in the United States, with the evolution of university adult education and agricultural extension traced in context of the whole field of adult education. Part II deals with the development of coordinating organizations within segments of the field and with the problem of developing a unifying national organization. Section III discusses the nature and dynamics of the field of adult education and reviews likely future developments. Extensive bibliography.

72. Knowles, Malcolm S. Strategy for the future. (IN DeCrow, Roger, ed. Growing time. CSLEA. Notes and essays on education for adults, no.44, pp.63-68) Boston, CSLEA, 1964.

Since most individuals will have to adjust to more than one cultural revolution during a lifetime, the purpose of education must change. It is no longer sufficient to transmit culture; instead, the individual must develop the ability to discover knowledge or conduct inquiry. The learner must be exposed at each stage of his growth to the issues, conflicts, contradictions, tensions, and changes in his society. Primary concerns of formal schooling should be: (1) has the individual developed an insatiable thirst for learning? (2) has he mastered the tools of inquiry? (3) can he read with retention and comprehension? (4) does he have a fairly concrete but flexible plan for continuing learining? Until the schools are producing human beings ready to engage in adult education, adult education has to remedy the inadequacies of traditional youth education--it has to teach people how to learn. Adult educators should lead in reorganizing knowledge and developing a curriculum to provide for lifelong learning by adults who are able to engage in inquiry. Thus, the adult educator will become the professional leader in the total field of education, with continuing education starting at birth and going on throughout life.

73. Knox, Alan B. The audience for liberal adult education. Chicago, CSLEA, 1962. 50p. illus. (CSLEA. Reports) Studies of clientele: pp.41-42.

Clientele of specific liberal adult education programs (Great Books, U.C.L.A., University of Wisconsin, University of Chicago, Whittier College, New York University, Syracuse University, Ways of Mankind, and the Laboratory College for Adults) are analyzed by age, adult roles, socio-economic level, education, and reasons for attending. Generalizations on patterns of attendance are formulated, followed by evidence tending to support each generalization. Implications for planning and promotion of programs both for the general audience (typically middle-class and middle-aged) and for specific target audiences, are discussed, and topics are suggested for research.

74. Knox, Alan B. Research arrangements within university adult education divisions. Chicago, CSLEA, 1963. 38p. tables. (CSLEA. Reports) Bibliography: pp.37-38.

Report of study concerning institutional arrangements for encouraging adult education research. Adult education research was most frequently found in larger universities, in adult education divisions characterized by large enrollments, several geographical locations, diversified subject matter offerings, a variety of education formats, and substantial influence on institutional policies regarding adult education. However, research arrangements can be established within any adult division and much depends upon interest and commitment of staff members. Annual research expenditures ranged from less than $500 to more than $50,000, with average expenditures for divisions with internal financing about $1000, while those with outside financing average about $16,000. Most frequent shortcoming in research arrangements was lack of money to provide time and personnel, while the most frequent benefit cited was the contribution research findings made to program planning.

75. Liveright, A.A. Adult education in colleges and universities. (IN Liveright, A.A. Adult education in colleges and universities...Miller, Harry L., jt. auth. CSLEA. Notes and essays on education for adults, no.30, pp.1-23) Chicago, CSLEA, 1959.

Describes types of institutional arrangements for adult education in colleges and universities, and summarizes data concerning clientele. Included is an outline of the rise of university adult education in the United States; socio-economic and educational factors influencing growth; vocational, intellectual, and cultural objectives of adult education; patterns of growth and organization; faculty resources and relationships; financial support; types of facilities; trends in program planning and instruction; and problems of support, sponsorship, and purpose confronting the university adult education movement.

76. Liveright, A.A. Adult education in colleges and universities.

Liberal adult education. Miller, Harry L., jt. auth. Chicago, CSLEA, 1960. 54p. (CSLEA. Notes and essays on education for adults, no.30).

Two chapters reprinted from the Handbook of Adult Education. A.A. Liveright presents an overview of university adult education, its institutional arrangements, clientele, problems, and trends. Harry Miller reviews liberal adult education programs based on three model types: discipline oriented; liberating skill based; and education through liberating experiences.

77. Liveright, A.A. National trends in higher adult education. Chicago, CSLEA, 1960. 10p. (CSLEA. Occasional papers, no.2).

Report on some of the trends appearing in the field of higher adult education: (1) basic re-examination of the field, as indicated by NUEA's analysis of the goals of general extension divisions, and by numerour other studies; (2) concern with financing of the field; (3) growth of credit activity and programming and building the idea of continuing education into the undergraduate division; (4) informal and non-credit programming for special audiences induced to participate through membership in institutions or organizations; (5) educational programs which build sequential studies and learning in depth; (6) steps to relate credit and non-credit offerings, such as the new special degree programs; (7) increasing interest in arts and cultural programs.

78. Liveright, A.A. Significant developments in continuing higher education. Goldman, Freda H., jt. auth. Boston, CSLEA, 1965. 28p. (CSLEA. Occasional papers).

New developments in higher adult and continuing education grouped into three categories: A. New climate and milieu: (1) the scope of adult education is broadening; (2) adult education is accepted as part of the educational design; (3) the federal government is active on its behalf; (4) local planning and cooperation are encouraged; (5) interest is increasing among professionals, leaders of industry, and publishers; (6) the "ivory tower" posture is no longer tenable; (7) universities are increasing their involvement in international aspects. B. Institutional changes include: (1) regional associations are becoming more active; (2) states are moving toward coordination and central planning; (3) possibilities of combining cooperative and general extension are receiving attention; (4) junior colleges are increasingly active; (5) many new national studies on adult education roles are under way. C. New program developments are: (1) degree programs for adults; (2) programs especially for women; (3) cultural programs; (4) urban education programs; (5) multi-media approaches; (6) independent study programs; (7) counseling for adults; (8) attention to continuity in education. Needs of the field can be grouped into three classes: (1) helping educators plan effective programs along the lines made possible by new appropriations, and providing for more opportunities in personnel training and professional development; (2) opportunity to try out ideas and develop new program models as demonstrations of what can be done; (3) need to evaluate and nurture new program directions.

79. Liveright, A.A. A summary of problems and directions. (IN Goldman, Freda H., ed. Reorientation in labor education; a symposium on liberal education for labor in the university, pp.111-117) Chicago, CSLEA, 1962. 7p. (CSLEA. Reports).

A summary focusing on university liberal education for labor. Common problems are: (1) winning support; (2) providing for university-union cooperation; (3) adapting programs to a union audience. Recommendations are: (1) labor education experts in unions and universities must convince their institutions of the importance of programs for union members; (2) both unions and universities must face the problem of financing, and must cooperate in supporting legislation for liberal adult education; (3) universities have a unique contribution to make in planning and offering broad, general, liberal education programs; (4) union-university policy committees must be extended so that differences, suspicions, and gaps in thinking may be overcome; (5) universities must improve the quality of teaching in programs for union members; (6) universities must overcome their reluctance to offer programs directed to union members.

80. Liveright, A.A. The uncommon college; the College of Continuing Education at Metropolis University. Boston, CSLEA, 1966. 28p. mimeo. Appendix: List of actual or planned programs illustrating material in the text.

Essay proposes an ideal program of adult higher education with a curriculum planned to enhance the multiple life roles of adults, a readily accessible campus designed for adults, an excellent faculty closely identified with the College of Continuing Education, clear-cut administrative functions, imaginative and effective use of new educational technology, and community participation in planning and executing programs. Specific elements, all based on programs already existing or under design, are described.

81. Lockwood, Anne, ed. Cumulative indexes: Association of University Evening Colleges. Proceedings, 1948-58; National University Extension Association. Proceedings, 1915-57. Chicago, CSLEA, 1960. 50p.

Combined author-subject indexes are cumulated for AUEC Proceedings and NUEA Proceedings. List of CSLEA publications.

82. London, Jack. Labor education and the universities. (IN Goldman, Freda H., ed. Reorientation in labor education; a symposium on liberal education for labor in the university, pp.11-23) 13p.

If organized labor is to survive and grow, it must become committed to extended education of union officers and members. This commitment must be to a liberal education which stresses the human dignity of the person as the end, rather than the use of the individual as a means to the end of the trade union organization. Unionists must be convinced that liberalized labor education programs will increase the importance and effectiveness of organized labor as it competes with other large scale organizations in business, industry, government, and special interest groups. Labor must learn to exert pressure on institutions of higher learning to obtain the kind of services it needs and deserves to improve and expand its progrmas of education. Ideally, the organization of labor education programs would make use of other educational agencies, in addition to the universities, to improve the quality and extent of labor education.

83. Lowe, John. Impressions of adult education in the United States. (IN Adult education, v.12:3, Spring 1962, pp.183-189).

A British observer compares the American dnd the British definition and conception of adult education; comments on the work of the Adult Education Association and the Center for the Study of Liberal Education for Adults; discusses the predominance of vocational training and the tendency toward commercialism in American adult education; and suggests approaches to planning and research.

84. Lynch, Patrick D., ed. Institutional roles for in-service education of school administrators; UCEA task force seminar. Blackstone, Peggy L., jt. ed. Albuquerque, New Mexico, Department of Educational Administration and Foundations, University of New Mexico and University Council for Educational Administration, 1966. 146p.

Report of a task force seminar of the University Council on Educational Administration reviewing the status and problems of in-service and continuing education of school administrators. Various authors consider the institutional arrangements for such education, the process of change in school systems, and new models for provision of in-service training of administrators. Papers are presented on continuing education in medicine and on management education programs. The role of the university and its relations with the school system are considered. Implications and comments by seminar participants. List of participants.

85. Macy, John W., Jr. The newest campus--the federal civil service. (IN National University Extension Association. Proceedings of the forty-ninth annual meeting, 1964. pp.45-49). illus.

Highlights the educational needs of federal employees facing increasingly varied and complex managerial tasks, and suggests means whereby universities can effectively contribute to their continuing career development.

86. Martin, Doris E. The role of the university in state changes; perceptions of the public service function in the Pacific West Coast region. Chapter 6. Summary, conclusions and implications. New York, Teachers College, Columbia University, 1963. 56p. (Ed.D. thesis, Columbia University).

Final chapter of a dissertation dealing with the perception of responsibility proper for a state university concerning problems resulting from social change, e.g., unemployment, urbanization, family dissolution, etc. In each of four West Coast universities, the author interviewed general extension administrators, campus deans and other administrators. Status leaders in the general population were also interviewed. General acceptance of university responsibility for expanded service in relation to the problems was found. Findings and conclusions specify more closely the type and degree of university responsibilities and how they may be implemented.

87. Matre, Richard A. A live option; the future of the evening college. McMahon, Ernest E. and others, jt. auth. Haygood, Kenneth, ed. Boston, CSLEA, 1965. 97p. (CSLEA. Notes and essays on education for adults, no.46).

Report of a study committee on the future of the evening college. Essays by Richard Matre, Ernest McMahon, George Daigneault, H. Lichtenstein and Milton Stern take up such issues as: separate administrative unit for evening work versus total university responsibility; confusions caused by handling credit and non-credit programs in one division; need for dramatic emphasis on creative programs which break with evening college academic traditions; tension between commitment to the university and commitment to community needs; the likely social milieu of the future, and the need to invent new evening college adjustments.

88. Matre, Richard A. A plea for the practitioner. (IN Association of University Evening Colleges. Counseling and guidance in the evening college; proceedings of the twenty-third annual meeting, 1961. pp.3-9).

Discusses the special function of AUEC as a meeting ground for evening-college administrators from diverse institutions with widely varying policies, and advises moderation and impartiality in AUEC policy on credit and non-credit programs.

89. Matre, Richard A. Shaping the urban culture; a viewpoint. (IN Association of University Evening Colleges. The roles for the evening college in the city of tomorrow; proceedings of the twenty-fourth annual meeting, 1962. pp.70-72).

The evening college role in higher adult education should be: (1) give adults the opportunity to learn what they should have learned earlier; (2) provide opportunity for lifelong learning; and (3) implant the desire to improve directly the conditions of life of man and his society. Shaping the urban culture is not the sole responsibility of the university, nor of the evening college. Government, church, voluntary organizations, elementary and secondary schools must join in meeting the conditions of evolving urbanization, and it would be the height of idiocy for every evening college to attempt to involve itself in a major way in the direct solution of the problems of urbanization. Before the evening college can do much about society, or groups within society, it must concern itself with the individual and his educational needs.

90. McConnell, Thomas R. A look at the total educational scene. (IN Daigneault, George H., ed. The changing university, pp.35-53).

Discusses ways of promoting excellence in all segments of American society through different kinds and levels of institutions offering numerous kinds and levels of higher education. Questions are raised as to the future role of university adult education in the overall scheme of higher education.

91. McGhee, Paul A. Three dimensions of adult education. (IN The educational record, Apr 1954. pp.119-130).

An attempt to define three areas of adult education toward which higher education must formulate some policy. The first is the adult education movement with its role of "handmaiden of community action programs". Its spokesmen suggest that: (1) the truly important problems of adult education today are those which take place in community action groups, but colleges essentially stand apart from thousands of communities; (2) university commitment is to subject-matter scholarship, but the need of adult education is not for information but for experience in group work; and (3) universities have only teachers whereas the adult education movement needs group leaders. The second area is defined as the degree-credit school, with three problems identified: (1) the question of independence which the evening college will not have until it is recognized by the university as a college in its own right, with a discrete function; (2) determination of purposes appropriate in terms of general university assumptions; and (3) the relationship of the evening college to the adult education movement, preferably no connection at all. The third area for policy decision includes non-credit, non-degree programs, semester-length or short courses, institutes, conferences or any other kind of educational undertaking specially organized in response to the needs and interests of the community. These may well be the most useful, the most popular, and in many cases, the most advanced work offered.

92. McGrath, Earl J. The emerging functions of an urban state university. New York, Teachers College, Columbia University, n.d. 10p.

Dedicatory speech at the opening of the McGregor Memorial Conference Center at Wayne State University calls for closer relationship between institutions of higher education and their supporting communities, and restructuring of academic institutions and their curricula to provide broader opportunities for continuing professional and liberal education throughout adulthood.

93. McGrath, Earl J. Research on higher education for adults. (IN Association of University Evening Colleges. The next twenty-five years; proceedings of the twenty-fifth annual meeting, 1963. pp.58-73).

Research is needed on the adequacy of programs for adults, including an analysis of the various programs which have been imaginatively designed, but not tried in practice, or have been tried and discontinued. Research is needed on the interests of persons who constitute the natural constituencies for part-time, off-hour instruction, including those who have never attempted to continue learning beyond their formal schooling, especially college graduates who ought to have established an interest in further self-enlargement. Related work could survey the relationships between the character and content of earlier education and the individual's motivation toward continuing education and the influence which earlier teachers have on continuing intellectual interests. Major premises which should characterize a suitable program for adults are: (1) the administrative unit and the teaching staff should have some identity of its own; (2) the mechanics of adult bookkeeping must be altered to fit adult students; (3) full advantage must be taken of devices and opportunities for self-education; (4) greater emphasis must be placed on evaluation of learning acquired through a wide variety of experiences other than classroom sessions; (5) the administration and trustees of institutions of higher education must value these adult programs on a par with all the other pressing educational needs of American society.

94. McMahon, Ernest E. Appropriate curriculum. (IN Association of University Evening Colleges. The future and uniqueness of evening college programs; proceedings of the twenty-second annual meeting, 1960. pp.27-36).

Appropriate determinates for a curriculum in university adult education are educational purpose, educational standards, and the extent of man's body of knowledge. Curriculum is dynamic and undergoing continuous change; therefore the key word is "appropriate". Educational purpose should seek to attain in some measure three classical objectives: the good life, the useful, and the love of learning. Purpose meets with standards at the point of selection of students. Standards are a realistic concern to the evening college, as the adult credit student is highly motivated and he wants no question raised about the quality of his degree. Four descriptive classifications of students are suggested: (1) fully qualified to earn a baccalaureate degree; (2) potentially qualified to earn a baccalaureate degree; (3) not qualified to earn credit toward a degree; (4) with qualifications not determined. Two possible criteria for departure from the institution's regular undergraduate program are level and content. The curriculum for adults need not be identical to that of undergraduates. Illustration of these points is from experiences at University College of Rutgers.

95. McMahon, Ernest E. The emerging evening college; a study of faculty organization and academic control in ten eastern university evening colleges. New York, Bureau of Publications, Teachers College, Columbia University, 1960. 163p. Bibliography: pp.161-163).

Drawing on his study of a number of evening colleges, McMahon discusses in depth many of the common problems of university evening colleges. Chapters deal with: history and growth of the movement; the variety and changes in evening college goals; academic standards; institutional arrangements and the problem of status; faculty arrangements; a review of the problems; and a projection of the evening college of tomorrow. An appendix traces the evolution of a separate evening college faculty at Columbia University and at Rutgers and a movement in that direction at Brooklyn College. Selected readings.

96. McNeil, Donald R. The role of the state university in public service. (IN California. University. Universitywide academic senate committee on university extension. The new challenge in lifelong learning, pp.23-31).

Essay on state university extension education calls for broad experimentation in planning and bold innovation in service. Educational needs are outlined in terms of clientele groups (business, industry, agriculture, labor, government, the military, and occupational groups) and problems and issues within society. Prospects for expanding and improving extension education through greater faculty involvement and administrative support, realigned institutional structures, and increased use of local, state, and federal funds, are discussed.

97. McNeil, Donald R. The university and adult education. (IN Adult education, v.13:2, 1963. pp.80-85) 6p.

Guidelines for the commitment of universities to adult education are: (1) there must be programs geared to the social needs of the area and clientele they serve, which include employment training and retraining, urban problems, public affairs, refresher courses for the aged, the professionals, and the semi-professionals, and leisure education; (2) greater unity within the ranks of adult educators, with unity and integration with the traditional faculty, and a solution of the agricultural and general extension stalemate; (3) heavy stress on research and experimentation connected closely with social needs. The key to these three points is financial support from the university policy makers who hold the purse strings of adult education. Ability to pay should not be the sole criterion for the adult student, and if private donations and local and state tax support are not sufficient, federal aid should be the answer.

98. Mead, Margaret. Continuing our present system isn't enough. (IN Taylor, Harold; Blackwell, Gordon W.; Mead, Margaret. Today and tomorrow; three essays on adult education in the future. CSLEA. Notes and essays, no.34, pp.34-38). Chicago, CSLEA, 1961.

A redefinition of education seems to be necessary, with some new distinctions, e.g., between the kind of education that is related to phases of maturation and the kind that is related to bodies of knowledge and skill. We need to examine our present attitude toward education throughout the life span with all its compartmentalization and segmentation in terms of subject matter and chronological age. Mead suggests continuing flow of learning and teaching consistent with maturational levels and interests rather than credits used as building blocks for certification.

99. Morton, John R. University extension in the United States; a study by the National University Extension Association, made with the assistance of a grant from the Fund for Adult Education. Birmingham, University of Alabama Press, 1953. 144p. tables. Bibliography: pp.142-144.

Though this description of university extension in 1951-52 is, of course, out-of-date, it is still useful as a point of reference and Morton's discussion of some extension problems and practices is still cogent and relevant. Based on a questionnaire and interviewing, the report contains much statistical and descriptive data. Chapters on: background of extension; objectives and functions; organizational structure; financing; facilities; faculty and staff; clientele and programs; methods. Bibliography.

100. National Agricultural Extension Center for Advanced Study. Changing dimensions in agriculture and home economics; impact on cooperative extension administration. Boone, E.J.; Ferguson, C.M., eds. Madison, Wisconsin, National Agricultural Extension Center for Advanced Study, 1962. 94p.

Various authors consider some of the basic trends in agriculture and home economics which will shape the future problems of agricultural extension programming and administration. The authors deal both with substantive changes and the implications for program, staff training, methods and administrative practice, and from the national and state viewpoint. List of publications of the National Agricultural Extension Center for Advanced Study.

101. National University Extension Association. Expanding horizons... continuing education; the golden anniversary publication of the NUEA. Drazek, Stanley J. and others, ed. Washington, North Washington Press, 1965. 271p.

A golden anniversary commemorative publication. History of NUEA. Brief institutional reports of charter members and of institutions which have joined since 1915. Lists of annual conference locations, past presidents and secretaries of the Association. List of Divisions and committees.

102. NUEA. Division of Audiovisual Communications. The status of audiovisual activities of NUEA member institutions. Grimes, William, and deKieffer, Robert, eds. Minneapolis, Minnesota, NUEA, 1962? 155p. illus. Appendices: Follow-up letter and questionnaire.

Results of a survey to determine the status of audiovisual activities and projected trends in institutions of the NUEA Division of Audiovisual Communications. Chapter 1: Background of the survey. Chapter 2: Institutional sponsorship and enrollment; and the administrative relationships, lines of authority, and internal organization of audiovisual units. Chapter 3: Administrative details of staffing (positions, degrees held, academic rank, salaries, length of service, numbers employed) and budgeting (descriptions, percentages of institutional support, yearly or revolving budgets). Chapter 4: distribution activities: type and scope of on-campus and off-campus film circulation, tape recording and filmstrip distribution systems, with related administrative problems. Chapter 5: Graphics services (brochures, charts, etc.), still photography, motion picture photography, and radio-television production, with information on phases of operation. Chapter 6: Teaching and utilization, including data on courses in audiovisual communications, and state and educational requirements. Chapter 7: Historical background of audiovisual activities, and responses concerning plans for growth and expansion. 71 illus. Appendices.

103. NUEA. Division of Correspondence Study. Criteria and standards. Iowa City, State University of Iowa, 1962. 12p.

NUEA correspondence study should be guided and evaluated by clearly stated criteria and standards which point to excellence and provide a way of measuring achievement. Standards are stated in the following areas: (1) philosophy; (2) instruction, i.e., academic quality, content, course design and methodology, evaluation, research and experimentation, credit recognition; (3) staff, including administrative and supervisory, instructional, special, and clerical; (4) student services, e.g., library facilities, audiovisual instructional materials, counseling service, and transcripts and certification; (5) administration, which includes type of organization, finance, management, public relations and records.

104. NUEA. Policy Statement Committee. To these tasks...; the NUEA position paper. (IN National University Extension Association. Proceedings of the forty-sixth annual meeting, Santa Barbara, California, 1961, pp.18-25).

The "position paper" outlines what extension administrators believe to be the functions and necessary points of emphasis of the university today as it is concerned with university extension. The paper was prepared by H.R. Neville, Lorenz Adolfson, Julius Nolte, and Paul Sheats.

105. National Institute of Labor Education. Challenges to labor education in the 60's. Washington, National Institute of Labor Education, 1962. 93p.

Papers from a symposium in which various authors examine: the impact of technology on a changing society; problems of urban life; labor leadership within the union and in society; the specifically educational challenges these trends imply; and a review of educational methods particularly effective in labor education. Commentary on the conference by William Abbott. A note on the National Institute of Labor Education.

106. New York. State Education Department. The New York college proficiency examination program. Albany, N.Y., State Education Department, 1965. 77p. (Bulletin no.2/1964-65).

Handbook providing information on the New York State College Proficiency Examination Program which is intended to open up educational opportunities to persons who acquire college level knowledge in ways other than classroom attendance. General information and procedures; description of exams in subject areas; policy statement from each cooperating New York college on provision of credit through examinations; suggested study aids.

107. Nolte, Julius. Finding new strategies and new approaches. (IN DeCrow, Roger, ed. Growing time. CSLEA. Notes and essays on education for adults, no.44, pp.69-75) Boston, CSLEA, 1964.

Some propositions are related to administrative strategies in university adult education. They are: (1) provision for equality of educational opportunity; (2) acceleration of efforts to provide facilities to make equal education a reality; and (3) the urgency of our times emphasizing the need for adult education. General strategies suggested to improve adult education are: increased publicity aimed at persons with enough influence to form public opinion; support of extension legislation; support by university administrators in terms of budget. Specific strategies suggested include: variety of extension programs; superior personnel; use of new devices; and constant examination of activities to be sure they are meeting revealed needs.

108. Ohio. Board of Regents. Master plan for state policy in higher education. Columbus, Ohio, Board of Regents, 1966. 170p. tables.

Comprehensive report on higher education in Ohio and a master plan of priorities for developing the system. Cooperative extension is discussed on pages 119 and 120 which refer to a previous study of this area and a "critical" evaluation conducted by Battelle Memorial Institute. As a result of these studies, the objectives of cooperative extension have been redefined, area extension centers established, work more closely integrated in the College of Agriculture and many activities not clearly related have been curtailed. Continuing education is discussed on pages 120-122, largely a review of present programs and statement of needs prepared by a consultant. Recommendations suggest that the universities attend to the needs of professional continuing education and increase provision of short courses, workshops and other continuing education programs.

In light of other pressing financial requirements, no additional state support of continuing education is recommended.

109. Oklahoma. University. Extension Division. The University of Oklahoma's adult part time students in the years ahead (1957-1970). Norman, Extension Division, University of Oklahoma, 1957. 47p. mimeo. tables. figs. Bibliography: p.47.

Reports data on current trends in extension enrollments and extension use and attempts to predict future demands for these services in Oklahoma. Population trends, for age distribution, level of education, occupation, and adult population of 23 largest cities were used as indicators of growth.

110. Pennsylvania State University. General university extension; report of a symposium held at University Park, Pa., 1959-1960. University Park, Pennsylvania State University, 1960. 95p.

Overview report on extension from the universities of: California, Colorado, Kansas, Louisiana State, Michigan, Minnesota, Oklahoma, Pennsylvania State and Wisconsin. Includes institutional objectives, programs, staffing, methods of operation, finances, relationship with other institutions and agencies, and expectations for the 1960's. Organization charts from each institution.

111. Petersen, Renee. University adult education; a guide to policy. Petersen, William, jt. auth. New York, Harper, 1960. 288p. tables. Bibliography: pp.237-271.

Prepared for Montana State College in reviewing its adult education policies, this report identifies and discusses a wide range of questions in policy making and administrative practice in university adult education. Following a section on social forces and adult education in general, university programs, policies and administration are considered in detail, with many programs and practices which the authors consider inappropriate to the university laid under very critical inspection. Two extensive chapters describe programs and policies in education about world affairs and a long appendix by Warren Rovetch examines in detail the problems of coordination of Cooperative and General Extension. Very extensive bibliography.

112. Pitkin, Royce S. The residential school in American adult education. Chicago, CSLEA, 1956. 51p. (CSLEA. Notes and essays on education for adults, no.14).

Essay discusses the potential educational and psychological advantages of small residential adult schools to the American public. The accomplishments of the Danish folk schools and the achievements of similar programs in North America, are cited. Appendix: Descriptions of American and Canadian residential adult schools and programs.

113. Rosentreter, Frederick M. The boundaries of the campus; a history of the University of Wisconsin Extension Division, 1885-1945. Madison, University of Wisconsin Press, 1957. 210p.

A detailed history of the growth of the great pioneering university extension division with emphasis on the social context from which evolved the "Wisconsin idea" of extending the university to all the citizens of the state. Documents the ideas and actions of Van Hise, Lighty, Reber and other extension pioneers and the growth of correspondence study, the Farmers Institutes, the School for Workers, and other aspects of Wisconsin Extension, many of them still in vigorous action today. Extensive bibliography. List of manuscripts consulted.

114. Roth, Robert M., ed. A conspectus to the self-study project of University College, the University of Chicago. Chicago, CSLEA, 1964. 105p. illus. (CSLEA. Reports).

Part I of the synopsis of the 1958-59 self-study project of University College (now the Extension Division) outlines the history of adult education at the University of Chicago from 1892 to 1960. Part 2 reviews participant characteristics and strengths and weaknesses of the curriculum at the Downtown Center during the period 1958-60. Part 3 discusses numerous sociological characteristics of Downtown Center students, together with ACE aptitude-test standings and evening-college achievement. The final chapter summarizes data on the composition, academic qualifications, opinions, attitudes, and practices of faculty who were teaching, or had recently been teaching, at the Downtown Center.

115. Rovetch, Warren. Cooperative extension and the land-grant system in university adult education. (IN Petersen, Renee and Petersen, William. University adult education, pp.201-231) 31p. tables.

Rovetch reviews the history and tradition of Cooperative Extension, its relationship to the university and to its non-university sponsors, and the social changes which have brought to the fore its conflict of political sensitivity versus rigidity of organization and tradition. A final section considers the problems of relating Cooperative and General Extension. Data are presented on number of agents and sources of funds by state.

116. Schroeder, Wayne L. The public junior college adult education administrator. Sapienza, Dunnovan L., jt. auth. (IN Adult education, v.15:4, 1965. pp.241-246) tables.

The typical public junior college adult education administrator of this study was a male, 40-59 years old, was as likely to have been a teacher as a college administrator before his present position, had not recently been a graduate student, was hired from within or from schools of below college level, had at least a master's degree, and received his more advanced degree in either education or administration after 1949. These findings raise some significant questions, such as: (1) are graduate programs for junior college administrators and adult educators keeping up with personnel needs? (2) why aren't those majoring in adult education being hired as adult education administrators in junior colleges? (3) is below-college administrative experience adequate training for a person assuming the responsibilities of a junior college adult education administrator? (4) is teaching at any level adequate experiential background for the adult education administrator? (5) what is the relationship of job experience and previous education to the quantity and quality of adult education programs? (6) what is the relationship between the administrator's background and his attitude toward and cooperation with other adult education agencies of the community?

117. Serbein, Oscar N. Educational activities of business. Washington, American Council on Education, 1961. 180p. tables. Bibliography: pp.174-175.

Report of an extensive investigation of all aspects of the educational activities of American business and industry, both in programs operated by the companies themselves and in their out-of-company programs involving the formal school system at all levels. Chapters on: the financial contributions of business to education; the administration of educational activities in business firms; analysis of the organization and case study examples of major in-company programs; out-of-company training programs; a case study of education in the IBM Corporation. A final chapter discusses problems of duplication, competition for resources and other aspects of the relationship of business educational activities to the formal educational system. Many tables of data on participation, curriculum, costs and other aspects of the subject. Bibliography.

118. Shannon, Theodore J. University extension. Schoenfeld, Clarence A., jt. auth. New York, Center for Applied Research in Education, 1965. 115p.

A general introduction to the field of university extension, i.e., those forms of university outreach which are usually administered by Cooperative or General Extension. Chapter I outlines the various types of extension programs and their historical origins. Separate chapters describe agricultural and general extension. Chapter IV reviews problems and issues in university extension and a final chapter discusses the future of extension and its relation to social change. Bibliography and extensive footnotes.

119. Sheats, Paul H. The case against the adult dropout. Boston, CSLEA, 1965. 16p. (CSLEA. Occasional papers, no.11).

Sheats urges federal legislation and support for programs of continuing technical, vocational, professional, and liberal adult education, accompanied by intensified efforts to enlist full adult participation. Pertinent surveys and educational endeavors are cited.

120. Sheldon, Henry D. America's adults in the 'sixties; the demographic picture. (IN Burns, Hobert W. ed. Sociological backgrounds of adult education, pp.65-88). illus.

Census data on various stages of adulthood (age 25 and over) are summarized according to overall age structure (1960 figures and 1970 estimates); sex composition; patterns of migration to cities and suburban areas; educational attainment; labor force participation; occupational distribution; income trends; marital status; and relationship and family status, including stages of parenthood. Increasing nonwhite migration to urban areas, and the declining proportion of foreign-born Americans, are noted.

121. Simons, Hans. Higher adult education; its place and its function. Chicago, CSLEA, 1959. 14p. (CSLEA. Notes and essays on education for adults, no.26).

A reflective essay defining higher adult education as a form of self education in essential matters which form the mind to use intelligence for self-understanding and personality development in the individual. It is distinguished from the incidental matters common in adult education, from psychotherapy, and from the instruction and training which constitute most extension work. It is a voluntary activity of experienced persons, related to the circumstances of time and place, but not determined by them. It is a last refuge of liberal education and a manner of using leisure wisely. It introduces true individualization into the lives of adults whose formal education, often carried to the alumnus stage, has been focused on methodical socialization.

122. Southern Regional Education Board. The emerging city and higher adult education. Atlanta, Georgia, Southern Regional Education Board, 1963. 50p.

Papers on the relationship of urbanization to higher adult education presented to a conference of university adult educators. The papers are brief, by various authors, and organized into three sections: (1) the development of higher adult education in the urban setting; (2) higher adult education and the concept of urbanism; (3) summary of the conference.

123. Stern, Milton R. Internal relations. (IN his People, programs, and persuasion: some remarks about promoting university adult education, CSLEA, Notes and essays, no.33, pp.60-94). Chicago, CSLEA, 1961.

In a publication dealing, in general, with problems and techniques of recruitment and promotion in university adult education, section two focuses on the internal relations of the adult division with other parts of the university. Stern speaks in a reflective and cogent manner of the style or tone of voice the adult educator can use in taking positive action to improve relations with administration and faculty. He examines the self-conception of the adult educator and how he can increase understanding of his unique mission even in the midst of faculty prejudice, administrative indifference and the other wearisome status problems which beset the adult education division of the university.

124. Stewart, J.L. Education for leisure. (IN California. University. Universitywide academic senate committee on university extension. The new challenge in lifelong learning, pp.51-65) 1965.

Essay notes serious weaknesses in American approaches to leisure, and discusses qualities that tend to make university extension programs a particularly effective instrument of education for leisure.

125. Taylor, Harold. Adult education in a changing society. (IN Taylor, Harold; Blackwell, Gordon W.; Mead, Margaret. Today and tomorrow; three essays on adult education in the future. CSLEA. Notes and essays on education for adults, no.34, 1961, pp.3-16) Chicago, CSLEA, 1961.

Taylor suggests that the role of the university in American society is to enrich the lives of the citizens of all ages by introducing issues, questions, value judgments, knowledge, experience in the creative arts, political controversy, historical fact, and an understanding of the necessities and possibilities of a new society, to students, citizens, and the community in which it exists. Emphasizes the philosophical changes occurring throughout the world, in developed, developing, and grossly underdeveloped regions alike. We in the United States must recognize that we are in the midst of a great search for a clear, national, liberal, democratic philosophy, consonant with the philosophies and goals of the world society. Education of the future will be a search for new meanings of contemporary thought in a realistic setting and this will dictate new relationships between the community and the college (both undergraduate and adult).

126. Taylor, R. Robb, ed. University and community; proceedings of a conference at Wingspread, Racine, Wisconsin, Apr 25-26, 1963. Association of Urban Universities and The Johnson Foundation, Milwaukee, University of Wisconsin-Milwaukee, 1963. 147p. photos.

Papers on various aspects of the relationship of the urban university to its community, with commentary and discussion by participants in a conference sponsored by the Association of Urban Universities and the Johnson Foundation. James Coke stresses the growing professionalization of all community agencies and recommends that the university cultivate this network of professionals and managers to carry teaching and research into the community. The university's role in research and development in industry is discussed by a panel of university representatives. Marvin Wachman explores the responsibilities of the university to the culturally deprived. David Popenoe discusses the emerging field of urban studies and the training needed for work in this field. J. Martin Klotsche takes up the use of social science research as an instrument for urban policy decision making.

127. Theobold, Robert. Continuing education: key to the new era. (IN his Perspective on automation: three talks to educators; CSLEA. Notes and essays on education for adults, no.43, pp.17-27) Boston, CSLEA, 1964.

In recent years there has been a growing conviction among social thinkers that increased emphasis on education is the key to the solution of problems of cybernation. Some guidelines for the study of a possible solution are: (1) the liberal education tradition will have to be reviewed; (2) with the coming of cybernation, any argument between advocates of strictly academic vs. informal non-academic subjects is outdated; (3) a distinction must be made between information and knowledge; (4) with unlimited resources it is possible to educate the great majority of the population. We must recognize that our educational system is in the process of collapse and that we do not presently possess any policy for its resuscitation.

128. Thornton, James W., Jr. The community junior college, 2d ed. New York, John Wiley, 1966. 300p.

In a general introductory volume on the junior college, Chapter 16 deals with continuing education, in four sections: enrollment data, October, 1964, and extent of participation of private and public colleges; purposes of the part-time student; goals and objectives of the junior college in continuing education; issues in continuing education, centering on disagreement about scope of curriculum, academic standards, sources of support, problems of academic control of curriculum, and articulation with other educational agencies.

129. Tyler, Ralph W. An evaluation of general extension work by land-grant institutions. Palo Alto, Calif., Center for Advanced Study in the Behavioral Sciences, Stanford University, 1961, 21p.

Assessing the work of general extension on the occasion of the Centennial Convocation of the American Association of Land-Grant Colleges, Ralph Tyler reviews the growth of extension and summarizes results of a survey of extension programs and problems. He makes specific recommendations directed to the problems, including: wider publicity to adult educational needs; demonstration programs actively involving key leaders in each state; publicity for successful programs; more financial support from federal, state and local sources; more involvement of resident staff and leaders outside the university; designation of staff for program planning and development; cooperative preparation and procurement of learning materials; stimulation of commercial publishers to produce adult materials; cooperation in testing learning materials; definite budgeting for program development; development of long-term planning for staff recruitment and training.

130. U.S. Civil Service Commission. Office of Career Development. Executive Seminar Center, Kings Point. 1963. 71p.

A proposed curriculum of 10 two-week courses for federal government careerists at grades GS-13 and above, is described, with attention to the purpose, scope, subject content and scheduling of each. The suggested prerequisite course is Administration of Public Policy. The remaining courses deal with the economic, social, political, and diplomatic environment of federal operations; federal policy and the national economy; social needs and federal problems; implications of international conditions; effects of technological development; intergovernmental (i.e., joint federal, state and local) problems and programs; administrative interrelationships (the need and the mechanics for coordinating programs and activities); and skills and goals of management. The potential audience, and costs and financial arrangements, are indicated. The annual budget estimate (fiscal year 1964), and the calendar and schedule for 1963-64, are included.

131. U.S. Dept. of Agriculture. Cooperative Extension Service. *The cooperative extension service...today: a statement of scope and responsibility*. Washington, Cooperative Extension Service, U.S. Dept. of Agriculture, 1958. 14p.

This is the statement of scope and responsibility (known as the "scope report") which established the framework for extensive revision and up-dating of the programs and clientele of Cooperative Extension. A review of changing conditions and demands leads to designation of nine areas of program emphasis and an expanded view of the clientele of Cooperative Extension.

132. United Steelworkers of America. *An experiment in education*. Pittsburgh, Pa., Dept. of Education, United Steelworkers of America, 1960. 89p. photos.

An account of the rationale and experience of the Steelworkers Institutes, perhaps the most successful, certainly the most durable, example of cooperation between a union and the universities which have operated the programs. The Institutes are summer residential experiences in a four-year sequence. The first year concentrates on the steelworker as he relates to his job and his role as a union member or leader; the second deals with his role as a citizen; the third takes up human relations and leadership training; and the unique fourth year is a pioneering effort at liberal education for labor.

133. Wedemeyer, Charles A. *New perspectives in university correspondence study*. Childs, Gayle B., jt. auth. Chicago, CSLEA, 1961. 79p. illus.

Overview of trends in university correspondence study indicates the growing importance of all types of correspondence programs; outlines ways in which correspondence study serves adults in widely varying interests and ability; discusses uses of correspondence study by the self-motivating or self-educating adult; describes the problems, advantages, and requisites of group correspondence study; and discusses prospects for extending learning opportunities, promoting international programs of study, and building public confidence in the correspondence method.

134. White, Thurman. The emerging curriculum. (IN DeCrow, Roger, ed. Growing time. CSLEA. Notes and essays on education for adults, no.44, pp.59-62) Boston, CSLEA, 1964.

The adult curriculum is incomplete and discontinuous. Therefore, the adult cannot integrate his efforts to fulfill several learning concerns during any phase of maturity. There is a need to identify major themes of learning and develop a variety of programs to satisfy them. Major themes center around individual learning concerns and social concerns. Suggests that a counseling program for adults, using an integrated approach to program development, be used for developing five-year study plans for the adult students.

135. Wientge, King M. Survey of tuition aid plans of business, industry, and government in metropolitan St. Louis. Van Deursen, Malcolm, jt. auth. St. Louis, Missouri, University College, Washington University, 1965. 20p. mimeo. tables. figs. (University College research publications, no.6).

Survey of 250 companies, with 170 respondents, investigating tuition aid programs. The sample was composed mainly of manufacturing concerns, with some utilities, sales and service, and other types of companies. Over 74 per cent reported that the company does provide some form of tuition aid, over 40 per cent paid some other educational expenses such as books and supplies, laboratory fees, and travel expenses. Some, about one-half, pay the employee after successful completion of the course, others provide aid at the time of registration. There seems to be a positive relationship between company size and tuition assistance plans. Three significant developments seem to be occurring: (1) budgeting of larger amounts for tuition aid; (2) more liberal eligibility requirements; and (3) more inclusive definition of the term "job-related courses".

136. Winters, Clifford L., Jr. The new and challenging role of counseling and guidance. (IN Association of University Evening Colleges. Counseling and guidance in the evening college; proceedings of the twenty-third annual meeting, 1961. pp.49-56).

Essay proposes comprehensive evening-college counseling centers providing professional counselors to meet the personal and career needs of adult students and incorporating auxiliary administrative services. Physical resources, program planning, publicity, student-faculty relations and community services are viewed as necessary supporting elements.

137. Wisconsin. University. University Extension Division; School for Workers. School for workers 35th anniversary papers; early labor studies at Wisconsin; Wisconsin and workers' education; problems and prospects in labor education. Madison, University Extension Division, University of Wisconsin, 1960. 101p.

A symposium on the occasion of the thirty-fifth anniversary of the Wisconsin School for Workers. Several papers deal with the history of the School and the influence of John R. Commons and Selig Perlman. Joseph Mire reviews recent trends in labor programs. Emery Bacon and Brendan Sexton discuss excellence in labor education; Jack London develops principles for labor education and reviews problems of staffing and evaluation.

138. Clark, Harold F. Classrooms in the stores; an account of education and research in American retailing. Sloan, Harold S. and Hebert, Charles A., jt. auth. Sweet Springs, Missouri, Roxbury Press for Institute for Instructional Improvement, 1962. 123p.

An account, based on interviews and other sources, of the educational activities of 36 of the 38 largest retailing concerns. The educational activities discovered are of three types: (1) orientation to store policies and procedures; (2) more intensive salesmanship training of those engaged in person-to-person selling; and (3) more extensive and prolonged management development programs. Even in large corporations, these programs are limited; they are seldom found in smaller companies. Universities, government agencies and trade associations are active in retail education, but reach few of the 8,000,000 employed in retail establishments. Data are presented on the relationship of training to productivity and on the nature and extent of research in retail companies. The use of teaching machimes is mentioned. Outlines of typical courses. Bibliography in chapter footnotes.

139. Houle, Cyril O. The armed services and adult education. Burr, Elbert W. and others, jt. auth. Washington, American Council on Education, 1947. 257p.

The purposes of this descriptive study conducted after World War II were: (1) to inventory all voluntary educational programs of the armed forces; (2) to provide a panoramic description of the programs; and (3) to indicate their major implications of practical value to civilian adult educators. The mass of information, including much statistical data, is organized by branch of service within chapters on: history and purpose; personnel and organization; correspondence study; methods of individual and group instruction; "post-hostilities schools," i.e., off-duty, voluntary preparation for return to civilian life; programs of general orientation and information; library services; literacy training; guidance activities; methods of motivation and recruitment of participants; evaluation methods. Specific implications are listed in the following areas: adult education objectives; administration and organization; methods; instructional materials; leadership training; guidance and counseling; student recruitment; evaluation. Bibliography, list of sources and informants.

140. Jensen, Gale, ed. Adult education; outlines of an emerging field of university study. Liveright, A.A. and Hallenbeck, Wilbur, jt. ed. Washington, Adult Education Association of the U.S.A., 1964. 334p.

Prepared by the Commission of Professors of Adult Education, this volume introduces ideas and ways of thinking about the conceptual foundations of adult education as a university discipline. Section I reviews the role of adult education in society, defines terms, recounts the history and describes the present state of graduate study in adult education. Section II focuses on how other disciplines relate to adult education with chapters on: sociology, social psychology, psychology, administration, and history. Objectives, methods, evaluation and other aspects of program planning are discussed in Section III. Section IV reviews implications for programs of graduate study. Includes a general statement on the need for adult education in society and the state of readiness of the field to meet these needs. Appendix: account of the activities of the Commission.

141. Kidd, James Robbins. Financing continuing education. New York, Scarecrow Press, 1962. 209p.

The purposes of this book are: (I) to collect and organize statements and data about financing continuing education; to consider experience from other fields of work and from other countries that may be relevant; to raise questions and present suggestions on financing continuing education. Common assumptions about financing adult education, including the notion that adults should pay its costs through tuition, are critically examined. Chapters on: typical financing patterns in various adult education institutions; sources of funds; role of governments; and the role of corporations. Other sources and financing patterns, some suggested by experience in other fields, are presented. Bibliography, index.

142. Knowles, Malcolm S., ed. Handbook of adult education in the United States. Chicago, Adult Education Association of the U.S.A., 1960. 624 p.

A comprehensive introduction and guide to all aspects of adult education, with chapters by authorities in each part of the field. Part I: the nature, function and history of adult education. Part II: chapters on concerns of interest to all adult educators, e.g., philosophy, learning theory, methods, evaluation, etc. Part III overview of programs, methods, problems in various institutional sponsors of adult education. Part IV: review of programs and problems by substantive areas, e.g. education for aging, community development, health education, liberal adult education, etc. Part V: trends and likely future developments. Part VI: alphabetical directory of about 140 adult education organizations, giving for each: name, address, membership, purpose, publications and brief program description. Detailed index. Selected bibliography in each chapter provides a guide to initial further study of its subject.

143. Liveright, A.A. New directions in degree programs especially for adults. DeCrow, Roger, jt. auth. Chicago, CSLEA, 1963. 38p.

Review of development of degree programs especially designed for adult, part-time atudents and the social needs which underlie this movement. Lists of characteristics common to the programs and the conditions which appear to be necessary for their success. Descriptions of the programs at: Brooklyn College; Syracuse University; University of Oklahoma; Queens College; Goddard College; Johns Hopkins University; San Francisco Theological Seminary. Bibliography.

144. Whipple, James B. Especially for adults. Chicago, CSLEA, 1957. 70p. (CSLEA. Notes and essays on education for adults, no. 19).

On the assumption that there are elements in adult education which make it different from collegiate education for youth and that these differences must be taken into account for effective teaching, Whipple reviews these differences in chapters devoted to: nature and structure of adult experience; emotional states and thought patterns typical of adults; differences in adult time perspectives; adult motivations.

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on Adult Education

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UNIVERSITY ADULT EDUCATION:
A SELECTED BIBLIOGRAPHY, 1967; REVIEW AND TOPICAL INDEX

Roger DeCrow and Karen DeCrow

This review of the literature written by, or primarily addressed to, university adult educators, provides a topical index to the accompanying bibliography, University Adult Education: A Selected Bibliography, 1967, prepared by the Library of Continuing Education at Syracuse University.

The review is divided into twenty-two sections. In each, we take up an area of concern in university adult education and attempt to do three things: (1) draw out the major topics discussed in the literature and distill them into brief summary statement; (2) elaborate these summary statements where possible, with quotations from the texts reviewed; (3) provide an index to the documents or sections of documents in which the concern is discussed by the authors represented in the bibliography.

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This review of the literature written by, or primarily addressed to, university adult educators, provides a topical index to the accompanying bibliography, University Adult Education: A Selected Bibliography, 1967, prepared by the Library of Continuing Education at Syracuse University.

The bibliography and this review bring together a highly selected group of documents illustrating the policy level concerns and issues which are salient in the minds of university adult educators. The bibliography was primarily from the work of university evening colleges and general extension divisions, but some references from junior college and Cooperative Extension literature emphasize the growing inter-relations of these areas of higher adult education. A few references were added to illustrate the fact that adult education of university caliber is being provided by business and industry, government agencies, such organizations as the Brookings Institution and the Aspen Institute and, in fact, by a host of other non-university sponsors.

The review is divided into sections. In each, we take up an area of concern in university adult education and attempt to do three things: (1) draw out the major topics discussed in the literature and distill them into brief summary statement; (2) elaborate these summary statements where possible, with quotations from the texts reviewed; (3) provide an index to the documents or sections of documents in which the concern is discussed by the authors represented in the bibliography.

We use the terms "higher adult education" and "university adult education" in a broad sense to refer to all the educational and service functions of any institution of higher education which are intended for adults or out of school youth.

We are pleased to report that the collections of the Library of Continuing Education at Syracuse University (soon to become the ERIC Clearinghouse on Adult Education) are extensive and powerful in the field of university adult education. We wish to thank Mrs. Sandra Shiffman for assistance in using the other significant collection in this subject area, the Clearinghouse files of the Center for the Study of Liberal Education for Adults at Boston University.

A. GENERAL SOCIAL TRENDS UNDERLYING THE NEEDS OF ADULTS FOR HIGHER EDUCATION

Though many conditions of the American social order are cited as affecting the nature or future of university adult education, the following factors are most often stressed by adult educators pointing out the relevance of social trends to their work or by sociologists and other social analysts interpreting their findings to the university adult educator.

The population is rapidly growing, especially among those age, socioeconomic and educational groups most motivated to further their education.

> The typical adult education participant today is young, urban, and fairly well educated; this is exactly the type of person who will soon be around in greatly increased numbers...In the 70's and 80's the field of adult education will experience increased demands as this population cohort moves into the social categories where greatest use is made of adult education.

The rapidity of social change, especially as it relates to vocational adjustments due to automation and economic expansion.

> Under advancing industrialism, men have always had to change jobs during their lifetime. But it is the extensiveness and especially the rapidity of the change that makes such a difference. Positions are retired or revamped at a more rapid rate, and for more workers. This greatly extends the problem of personal skill and worth, the problems of having competence for a life-time work. It greatly extends the problem of the meaning of work, what part work plays in a man's sense of his place in the world, his function, his reason for existence.

The growth of knowledge and proliferation of new professional and occupational groups requiring training at the university level.

> ...The social responsiveness of American higher education can be most clearly perceived by a comparison of the structurally simple university of only a century ago with its complex descendents of today...A hundred years ago, a mere dozen occupations required high-grade manpower. Seventy-five per cent of

> all professional workers were engaged in four vocations--medicine, law, theology and teaching. There are now 2,200 occupations requiring highly trained manpower, and 10 to 20 more are added each year. Each such occupational group seeks to increase its competence, its separate identity, and its social status through additional higher education.

Spiraling need for trained manpower generated by the impact of research and development.

> Higher education has a particularly dynamic impact on the economy in the determination of the supply of people with advanced education, especially scientists and engineers, for this supply enters increasingly to determine the pace of economic growth...if increased supply of high competence means more and varied innovation leading to economic growth, then a rising supply constantly accelerates the demand for trained personnel. The greater the present supply of such people, the greater the future demand for them.

Increase of leisure.

> I propose that we move as rapidly as possible, to build into the forty-hour work week, eight hours of paid time for voluntary participation in organized programs of continuing ecucation. The paid time off for continuing education could be either in job-related or liberal arts oriented programs. The latter would include a wide range of learning opportunities in the arts and humanities, in the social sciences, and in acquiring the skills necessary for community leadership and participation.

> What will adult education participants study in 1982? Probably the same general range of subjects as they do today. However, if the increasing amounts of leisure time which have been heralded actually do come to characterize American life by then, the use of adult education in relation to recreational interests will undoubtedly be amplified, On the other hand, the trend toward even greater specialization of occupational skills in our culture shows no prospect of reversal, and in view of this, the much more likely situation is that learning-for-work and learning-for-leisure will together come to dominate the adult education scene to an even greater extent than they do today.

Increasing government participation in adult education, with funding spurred, in part, by international competition.

> With an unflagging sense of urgency we realize that we must either learn or perish. The Russian achievements in the sciences, in education, in literature and the arts were not intended to spur Americans to greater education effort.

> Nevertheless, this is what has happened. Spectacular [illegible] of Russian scientific achievement, well-planned artistic events, demonstrations of growing economic strength have had the result of making us more intensely aware of the value of the trained mind.

Urbanization and its attendant adjustment problems.

> There is peril in allowing our urban culture to develop haphazardly, or, as the Ford Foundation's Paul Ylvisaker puts it, "like crabs, we are walking backward into our urban future and begrudging every step along the way". Because of this haphazard attitude our urban culture, spreading to every corner of the nation, lacks personal meaningfulness to each of us; we are confused and despairing of its future...I honestly believe that the peril to our urban society can be averted if we simply use our existing knowledge and resources to engage in a broad and comprehensive examination of our present condition and future alternatives. But this examination must involve the great bulk of our people and be met with intellectual integrity. Therefore, I believe in the central importance of adult and continuing education as the instrument of our examination and in our institutions of higher education as the agents by which we shape our urban culture.

Growing awareness and acceptance of the idea of continuing education.

> The educational system, up to the present, has developed on a "three-dimensional" notion-primary, secondary, and higher education. This non-dynamic concept of discrete "terminal" units no longer meets the needs of the time. Continuing education - a "time coordinate" - needs to be added to the concept as a "fourth dimension" changing the relation of the parts to each other and giving a new look and meaning to the whole.

Documents in the accompanying bibliography, University Adult Education: A Selected Bibliography, 1967, which relate to this area are listed with the author's last name, the number of the item in the bibliography, and page numbers. Readers should look at the annotations and abstracts in the bibliography for further description of the document.

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Burns, 13
Clark, 22, p1-16
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Kelley, 69
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Coombs, 28, p24-28
DeCrow, 34, p3-36
Friedmann, 44, p39-64
Havighurst, 54, p17-38
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Sheldon, 120, p65-88
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B. CHARACTERISTICS AND TRENDS IN AMERICAN HIGHER EDUCATION AS THEY RELATE TO UNIVERSITY ADULT EDUCATION

In the literature we have reviewed there is much discussion of how to relate adult education appropriately to the objectives of particular institutions. In addition, there are a number of analyses of how general changes in higher education may affect university adult education. The following factors seem to be stressed most often.

Enrollment increases in all parts of higher education. Increase in part-time enrollment.

Proliferation and diversification of institutions and curricula. The possibility of new "models" of excellence in higher education.

> The proliferation of institutions may have a certain "layering" effect on higher education. Young people will tend to go to colleges near at home particularly as the costs of higher education rise. The larger universities will move more and more into upper divisional, professional, and graduate studies.
>
> The ever-increasing diversification of higher education is found not only in large universities or professional schools. All types of institutions have responded to this social pressure. The liberal arts colleges themselves, many of which disclaim responsibility for satisfying the newer vocational ambitions of American youth, display an eye-filling array of specialized and professionalized instruction.
>
> A good deal can be predicted about an adult division's course of development by noting its models. Some of the more interesting cases were state universities that used a quality private university as their model. In these cases, improvisations had to be made. They were compelled by charter and custom to give service, yet they wanted to restrict themselves to an elite clientele.

Intense competition for financial support. Growing need for state-wide or regional coordination and cooperation.

> The number of institutions of higher learning and their complexity have outrun society's capacity to provide effective means of administrative coordination.
>
> There is a growing demand in state legislatures for coordination, due to the increasing complexity and cost of higher education and of state government, of all state-supported institutions of higher education. This places upon universities the painful duty of reappraisal of functions, in the light of functions being performed by other institutions looking to the same source of support.

Internal stresses resulting from conflict between traditional research and scholarship opposed to teaching and public service.

> The evening college role may depend very much on the course its university chooses in the emerging pattern of higher education. For example, in the foremost private universities, in others striving for elite status, and in some major state universities (especially those backed by junior college systems), we may expect extension and evening work to be questioned and challenged as the institution concentrates on the research and graduate training which it sees as its path to glory.
>
> It there were only a center to the university--scholarship would tend to become trivial, unimportant, but oh, so refined... The center needs the periphery to save the university from social and moral trivialization. The sins of the periphery, on the other hand, were the periphery to take over the university, are equally real. Under the pressure of practical urgency and emergency, the periphery would tend to replace logic with rhetoric, rigorously tested statements with wish fulfillments, critical caution with fulsome moral edification... The periphery needs the center to save the university from intellectual barbarization.

Benne, 8
Carey, 19, p14-37
Carlin, 20,p38-43
Coombs, 28 p28-34
Demarath, 36
DeCrow, 34, p37-57
Dyer, 40
Houle, 60
Ingham, 63
Mead, 98, p34-38
Thornton, 128

C. WHAT SHOULD BE THE ROLE OF COLLEGES AND UNIVERSITIES IN THE EDUCATION OF ADULTS?

Among the authors of the literature we have reviewed, we did not expect to find and we did not find, any who are opposed to university involvement in the education of adults. Hoping to find a reasoned statement of the many negative views which we well know to exist, we searched through a large amount of higher education literature, but we found no such statement. Therefore, we have adapted the following negative arguments from a list used by J. Roby Kidd.

> The university cannot do everything; it cannot be "all things to all men". University resources are limited and if we are realistic,we will acknowledge this fact. It is the part of wisdom for the university to concentrate on what it has done well in the past, and what it is now established to do.
>
> University staffs are already over-worked.
>
> "Popular" education leads to vulgarization and the abandonment of high standards which the universities have labored for so many centuries to attain.
>
> Some adult education activities already established are trivial and this brings the whole university into disrepute and leads to public misunderstanding of its services.
>
> Some adult education activities carried on by universities have been thinly veiled propaganda for a business interest, or for government or labor, or some other special point of view. The responsibility of the university for free inquiry has been obscured.
>
> There are many other agencies able to supply what is needed.

Statements supporting the assumption of responsibilities in the education of adults abound in the adult education literature. They can also be reduced to a few basic positions.

Higher education has a duty, even a moral responsibility in a democrative society, to respond to the urgent social needs of society and to the human needs of individuals.

> Any modern college must think of its role in the society as answering those moral, political and social questions raised in the community in which it exists. It is not a place where you get credits, where you take courses. It is a center of vital thought which must give to the community the advantage of sharing its intellectual and moral resources.
>
> In its broadest sense, university extension is an institutional state of mind which views the university not as a place but as an instrument. Translated into an operational philosophy,

> extension asks a community of scholars to make itself as useful as possible to the whole of society, or at least to the community from which the institution draws its inspiration and support.
>
> Whether full-time or part-time, all are equal as persons, endowed with certain inalienable rights, foremost among these is the right to improve himself as a human person through truth, and to protect these rights governments are established. The part-time student is above all things, not merely a student, not only a part-time student, but a human person. As a person, he has the same right to higher education as has the full-time student.

The education of adults can involve the university in the social forces of our time in a way that will stimulate all its activities, insuring their relevance and vitality.

> James E. Conant's current assessment is unequivocal: "The essential motivating force behind a university's work in all times and places when universities have flourished has been the connection between the scholar's activities and the burning questions of the day."
>
> Society needs some institutions which are detached, it does not need institutions which are irrelevant. And universities are always in at least some danger of becoming this...this is the fate which almost befell the British universities in the late 18th century...To insure, then, that universities retain this relevance I know of no better way than that they involve themselves permanently with the educational problems of certain adults. In so doing they need not lose their sense of detachment, but they will insure the continuation of their relevance.

Extension presents many practical opportunities to the university's teaching and research: teaching adults in situations which many faculty members find stimulating; a means of identifying research problems and a "social laboratory" in which to study them; opportunities for testing innovative ideas in teaching, curriculum and administration.

> What shall we say is the role of extension? Perhaps it is to carry the torch in advance as the academic procession leaves the platform and moves among the crowd. Our courses of instruction are to be thought of not only as transmission belts to a great population, but also as a means to put new ideas into circulation in the intellectual climate of the university.
>
> There are, it seems to me, three reasons why there is a coincidence between the welfare of the social system of the

2

> university and participation of its residents in adult education work. First, the adult group or class provides an opportunity to study and experiment with the application of knowledge to practical questions...Second, the adult student can provide the professor with insights regarding gaps in existing knowledge, places where the university does not now have available and relevant knowledge...Third, one of the best ways of becoming a better teacher is to go through the process of trying to teach adults effectively.
>
> As a newer part of an old institution, the evening college is not so bound by tradition. It is capable of extending its educational function to meet many adult and community needs by laying stress on its role as the innovative arm of the university.

An appropriate and successful extension program secures public understanding and support for the mission of the university.

> Cooperative extension has carried more than questions to the campus. It has carried public interest and support. The Cooperative Extension Service has been a potent factor in demonstrating to citizens and voters that the land-grant colleges and universities are not solely for the elite but for the mass of people as well.

Adult education activities are often financially self supporting and, in some cases, produce added revenue for general university purposes.

Far more important are the numerous discussions of what are the appropriate responsibilities of higher education for the education of adults, or how the most appropriate and useful functions of the evening college and university extension may be determined. Again, we must arbitrarily reduce the various views to several summary positions along a continuum from least to greatest involvement of the university. Quotations illustrate some of the arguments for or against each position.

1. In general, the university should stay close to the provision of high quality degree and credit education, for this is what it is uniquely able to do well. Our adult students are, on the whole, similar in their educational needs and motivations to our regular students. They want college grade education and degrees of unquestioned quality. Our task is to make the regular university program easily available to adults.

> Most of our adults in the evening colleges are under thirty

> years of age. The average age in the Chicago area evening colleges when last checked was about twenty-six. Are the needs of those in their mid-twenties so different from those of the day divisions in their early twenties? Most of us are not dealing with forty-five year old philosophers, but with the same generation that is crowding the day colleges.
>
> For some time, the proud claim of the Evening College had been that its work was exactly the same as that offered on the campus. This boast now seemed singularly pointless for, if the function of the Evening College is to educate adults, its work should be developed with that aim in mind. Its program should not merely be a borrowing from a curriculum which had originally been developed around the needs of those who were hardly out of their adolescence and who often did not think as much about being educated as they did about getting through school.
>
> Some unimaginative adult educators try a new tack. "If you can't beat 'em, join 'em", they say. These adult educators yearn for acceptance. In the name of high standards and quality education, they have abandoned whatever creativity and originality they might have had. They do not deviate. They seldom experiment...In gaining their coveted acceptance, they have lost the opportunity to make unique contributions to their universities and society.
>
> It is my observation that ninety per cent of us here at this convention spend ninety per cent of our time, effort, talent, and energy in providing college credit programs on a part-time basis. To intimate that this work is unimportant, unimaginative, unchallenging or of less importance than other types of education for adults is to me a sign of a lack of a complete grasp of the educational scene.

2. In addition to degree credit courses, the university should provide non-credit courses and conferences. It should be alert to the use of correspondence study, educational radio and television, or other ways of extending its resources. These programs, of course, must be meaningful educational experiences, organized for significant learning of complex subject matters. Significant faculty involvement may be the key to the appropriateness of the program.

> The public university in a free society has an additional responsibility of devising ways in which knowledge can be utilized to improve the lot of all the citizens. The public university man must believe, in the words of St. Augustine, that "no man has a right to lead such a life of contemplation as to forget in his ease the service due to his neighbor".
>
> The evening college exists at the precise point where the life of the community and the life of the university overlap.

> It takes its distinctive pattern and coloration from that fact. The greatest danger to the evening college and the act which would ultimately destroy it would be to erase the overlapping segment of one of the circles and thus view the evening college as wholly a part of the community or wholly a part of the university.
>
> The crux of the matter is that it is our aim to take out the knowledge, whether the people ask for it or not. It strikes me that in education we ought at least to be as careful as are the brewing interests in the state, and therefore we are not going to wait for the people to come to us, we are going to take our goods to them. We are going out to the people.

3. In addition to its strictly educational programs, the university may appropriately provide a wide range of services which might otherwise not be available to its community. For example, it may operate book or film libraries, provide consultants and technical services to municipalities, sponsor concerts and other cultural events, run high school drama leagues, etc.

> "Always remember", wrote Louis Reber, the first director of the University's Extension Division, in an early memo to his staff, "that while you are employed by the University Extension Division, you are really working for those people of the state with whom your duties bring you in contact. Your success is to be measured by what good you do for them." Here in a nutshell is the philosophy behind the "service concept" of university extension, a concept which has dominated the movement for the last fifty years.
>
> Some of these types of services--lecture tours, library extension, etc.--are obviously educational; others have only a remote relation (if indeed any at all) to the main functions of an institution of higher learning. All reflect the alleged duty that universities owe the community, but we feel that this is a somewhat overworked theme, and that it would be well if administrators took a long, hard look at this shibboleth.
>
> Several guide lines are suggested to define which services are suitable:
> 1. They should be related to college-level education or research. To sponsor a concert series, for example, would be appropriate, but not to set up a mimeographing service for the community.
> 2. The university should not compete with other agencies in providing services...
> 3. To the degree that it is feasible, community services should pay their own way.
>
> The state universities hold that there is no intellectual

> service too undignified for them to perform. They maintain that every time they lift the intellectual level of any class or group, they enhance the intellectual opportunities of every class or group.
>
> ...the extension out of education altogether into recreation or social service or whatever, we have termed conversion. We deem this to be an illegitimate practice of the university under all circumstances, though the line may be difficult to draw in particular instances.

4. "Extending" its present resources to the community is at best an inadequate conception of higher education's responsibilities. The university should actively seek out the educational needs of adults. In these needs it will find not only areas where education must be provided, but also the seeds of new disciplines and research opportunities. Moreover, all activities of the university which bring it into vital interaction with society should be viewed together, whether or not they bear the traditional labels of extension or adult education. Similarly, the implications of "lifelong learning" for the present undergraduate and graduate programs of the university should be examined.

> What emerges from all this is that we have two quite different views of the nature of "public service" existing side by side in the university. One regards it as a mandate to find ways of "sharing" the university's intellectual concerns and interests with all people who are able and willing to give it the necessary time and attention. The other holds it to be the responsibility of the university to seek to uncover the immediate needs and interests of people, and to devise ways and means of helping them to meet them.
>
> The most effective implementation of the task will be through an evening college that sees its role, not just as duplicating educational services provided by the day colleges for adults whom circumstances have forced to complete their formal education on a part-time basis or to supplement it with standard college courses, however important and necessary both these services are. The evening college must also see its role as providing all kinds of informal educational services, some with little or no relationship to what the institution is doing in its day division, for a rapidly growing adult population with life-long education needs.
>
> Under the guise of "starting where the student is," adult education programs have brought to the campuses of the universities of the United States or to extensions of those campuses the most incredible collection of offerings as far as the university is concerned which the mind can imagine. Such programs contain offerings some of which, to be sure, are worthy of the very best that a university has to offer, but others, on review, seem to reveal only the single advantage

> that they keep a certain number of adults out of the pool room.
>
> ...the very concept of "total extension function"---that is, the whole of a university's activities in addition to its two core purposes of scholarly research and the education of young people toward a degree---is not ordinarily to be found either in the minds of university administrators or in abstract discussions of administrative policy, not to say in the records of extension activities as compiled by such an organization as the NUEA. Some elements of the total extension function are typically administered by a general-extension division (for example, correspondence courses) and others more often by a separate office (for example, university presses); but with respect to most activities, practice varies a good bit from one campus to another.

Though generalizations in such a complex field are always dubious, we believe that some version of position one may be rather commonly held by evening college and junior college adult education administrators. Some version of positions two and three would represent, we believe, the thinking of most general extension administrators, would be common in public junior colleges with active community programs, and would be approved by some university evening college deans. Our review of the literature leads us to agree with the Petersens that position four is seriously advocated by relatively few university adult educators. Wording of "position papers" of NUEA and the General Extension Division of the Land-Grant Association, however, suggests that general extension administrators may be moving (or, some would say, returning) to this broader view of university extension. With modification, position four, represents the spirit of agricultural extension throughout its history.

Benne, 8
Blackwell, 9, p25-33
Burch, 11
Carey, 19
Dyer, 40, p138-167
Hamilton, 52
Haygood, 56
Horn, 58
Houle, 59
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Petersen, 111, p52-131
Roth, 114, p1-30
National Agricultural Ext. Center, 100

D. GENERAL PARTICIPATION PATTERNS AND GROWTH PROJECTIONS IN HIGHER ADULT EDUCATION

Though statistical reporting in higher adult education is extremely poor, a reliable and detailed participation study was made in 1962 and current reports have been greatly improved by the work of the Joint AUEC-NUEA Committee on Minimum Data and Definitions.

> Adult education programs of colleges and universities during a twelve month period, 1961-1962.
>
> 2,640,000 different persons; 3,440,000 course registrations.
>
> Sex: 57% men; 43% women
>
> Age: 54% under 35; 39%, 35-54; 7%, 55 or over
>
> Educational attainment: 75% at least some college; 24% high school; 1% grade school.
>
> Degree enrollments: 910,000 separate persons in programs for first college degree; 830,000 in programs for higher degree
>
> Subject distribution of college and university programs: 38% general education; 39% vocational subjects; 1% agriculture; 6% hobbies and recreation; 3% home and family living; 6% personal development; 1% religion; 3% public affairs; 2% all other.
>
> Proportion of all courses studied by adults which were provided by colleges and universities: 66% of all general education courses; 24% vocational; 21% agriculture; 10% hobbies and recreation; 8% home and family living; 20% personal development; 1% religion; 20% public affairs; 16% all others.

Participation has been rapidly increasing in all part of college and university adult education. Projections indicate that it will continue to increase and at accelerating rates.

> During the period 1960-61 through 1962-63 the total number of programs increased by almost 40 percent. Approximately one out of five registrations are in the humanities, one out of six in the behavioral sciences, followed in rank order by business and education. With respect to education, and probably in accord with national emphasis for teacher upgrading, the percentage of registrations in education has shown a consistent annual increase: 10.6 in 1960-61, 11.5 in 1961-62, and 12.9 in 1962-63.
>
> AUEC-NUEA registrations are projected to increase from 2,573,642 in 1960-61 to 11,760,000 in 1980. This represents a percentage increase of more than 300 percent. Applying present rates of adult

> education participation, Johnstone estimates a 50 percent increase in the twenty year interval, 1962-82. He notes, however, that college level adult education will increase at a greater rate.

Part-time, largely adult, enrollment in junior colleges has grown rapidly and will continue to do so.

> Part-time enrollments in public and private junior colleges, October, 1964.
>
> 429 of 503 public junior colleges report programs for part-time students; total part-time enrollments (489,975) actually out-number total full-time enrollments (424,676).
>
> 178 of 268 private junior colleges report programs for part-time students; total part-time enrollments (26,970) are only a fraction of total full-time enrollments (92,082).

AAJC, 4
English, 41
Johnstone, 64, p89-103;
Johnstone, 66
Joint AUEC-NUEA, 67
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E. GENERAL PROBLEMS OF PROGRAM DEVELOPMENT

With notable exceptions, university adult education programs have neither money nor staff time, especially faculty time, for systematic program development. Most offerings are taken from the regular university curriculum, in response to expressed demand from the clientele, especially from those groups which can guarantee enrollment or subsidize program development costs.

> In the great majority of cases the evening college curricula were originally constructed by day college deans and/or faculties... The evening college was thus in its very beginning presented by a curricular *fait accompli*...Even had the evening college dean and faculty had an opportunity to make their own curricula, the results probably would not have been significantly different because: (a) the day college curricula were convenient models and nobody of experience and knowledge was available to show how, if in any way, the evening college curricula should differ, and (b) the evening college officials themselves were products of the day college curricula and had had little or no training or background which would have enabled them to have done differently.
>
> Curriculum change has been slow or nonexistent because (a) it is "safer" to follow old lines, and (b) evening college people have not yet come to any basic rationale for modification of the old or construction of new curricula. There are an undetermined number

> of evening college deans and faculties who very honestly feel no need for any deviation from the day college curricula.
>
> One cannot escape the impression that far more programs are initiated by requests or action from outside than from planned program development by the evening college staff. Several administrators stated in effect, "So far from inventing a program, we are hard pressed simply to keep up with the most urgent demand."

Programs, therefore, lack continuity and progression. Adults cannot find many educational opportunities they need, yet adult educators are constantly recruiting an ever-changing mass of students in one-shot or short term educational experiences.

> Very rarely do we plan any real continuity, nor do we permit a deepening of the educational experience. The amount of time, energy, and money that is wasted and the amount of people that are frustrated because of the brief noncontinuous nature of most adult educational experience is fantastic. Very gradually, but still too slowly, some universities are...making some provisions for continuing educational activities.
>
> Counselors who work out a five-year study plan for an individual and try to relate appropriate programs hit an appalling desert of offerings. Curriculum developers who seek for sequence and integration spawn ulcers in promoting one program at a time. Working in tandem, they can cause the emerging university curriculum to be an integrated presentation of lively truths needed by adults to successfully confront the insistent present.

Certificate programs, integrated sequences of non-credit courses, special degree programs and other means of alleviating this problem are being developed. Evening and extension personnel are beginning to exam the educational needs of adults in a more systematic way. Research on the developmental tasks of adults at various stages of their life has begun.

> In Oklahoma we have organized our program development people around the individual and social concerns rather than around the concerns of the campus departments and colleges. We have people who constantly study the learning concerns of the various segments of the adult student body.
>
> The curriculum no longer can be organized solely on the basis of the inherent requirements of subject matter. This principle of curriculum organization, which we inherited from the medieval trivium and quadrivium, was appropriate as long as the purpose of education was to transmit the knowledge of the subject matter. The new requirement is that the sequence of learning be organized on the

> basis of questions that arise out of the experiencing of life. And this does not mean the "life adjustment business" at all. This means exposing the learner at each stage of his growth to the issues and conflicts and contradictions and the tensions and the changes in his society and helping him to formulate the questions that he must get answers to if he is going to be able to deal adequately with his experience.
>
> Charlotte Buhler has described the entire life cycle in terms of ten stages, each with a particular problem and a particular problem and a series of dominant concerns, each of which governs the behavior of a person (more or less consciously) during a certain stage of his life. He grows from one dominant concern to the next, and on through eight of them., one for each decade of life.

Refining cursory discussions of social trends into actionable educational objectives for specifically defined audiences is difficult and requires much staff time.

> Certainly a consideration of what sociologists and educational sociologists know or suspect about adults should help keep the adult educator off Madison Avenue. But at this conference, it has seemed to me that the sociologists move there too when they talk about adult education. Not only do they judge from the sales figures (not enough customers over 50), but they show a tendency to program the easily salable. A consideration of life-cycles and changing needs will not help us much if we adopt an over-simplified "readiness" or developmental task" notion as the basis for programing. We can end up on Madison Avenue, that way too.
>
> Differences in demographic data are often not sensitive enough to reveal significant factors of interest to the adult educator. Data on rural-urban differences are so gross that one has difficulty in planning specific programs for audiences that are meant to fall in one or the other category...the grossness of the categories masks the important differences in the qualities of the individuals. This problem can only be overcome by working with the demographer and other social scientists in sensitive investigations of sub-samples of the national population.

Much tested knowledge exists about adult learning ability, the effectiveness of various teaching methods, the educational interests and motivations of adults, etc. We judge that little of this is effectively brought to the adult education administrators and program planners, or to the faculty members who teach the courses.

Balancing the individual needs of adults, the priority social needs, and the valid demands of particular university goals, is inherently a complex problem.

The evening college cannot escape the necessity of deriving its purposes from a consideration of all three of these factors - the individual, the community, and the academic tradition. The evening college is like the great dams of the TVA which must be administered with several objectives in mind, all of them compelling and some of them contradictory. For purposes of power, as much water as possible must be kept in the reservoirs so that it will be available for future use in case of drought. For purposes of flood control, as little water as possible must be kept in the reservoirs so there will be a place to store flood waters. For purposes of malaria control, there must be a periodic raising and lowering of the water in the reservoir so that the larvae which live in the water in the shallow water may be stranded on the sand and die. For purposes of navigation, there must always be a nine-foot channel so that ships may make their unimpeded way to the high hills of Tennessee. The engineer who controls the system of dams must be aware of all these aspects, each with its articulate proponents. As the year progresses, and rain and drought succeed one another, he must make an infinitely varied series of calculations, taking into account both continuing demands and the immediate situation. He cannot choose conservation, or flood control, or navigation as his ultimate end; he must strike a balance among them. The evening college dean is in the same situation. If he takes the academic tradition, the individual, or the community as his final goal and subordinates the other to it, he will have a result which differs in each case in terms of the goal which he has made paramount but which will always be unhappy and will usually destroy the essence of the evening college.

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University of California, 15
Carey, 18, p44-51
DeCrow, 33,p7-16
Dyer, 40, p27-52, p81-111
Havighurst, 54
Knowles, 72
Liveright, 78
McMahon, 94
Petersen, 111, p17-35
White, 134

F. CREDIT AND DEGREE PROGRAMS

About 900,000 individuals enroll each year in credit courses aimed at a first college degree. This number has been increasing and will continue to increase. The pressure for degrees is such that this major function of university adult education will continue to grow in the forseeable future.

Some 800,000 persons each year are engaged in part-time study for higher degrees. As the educational level rises, this extension function has grown ever more important.

Among the degree-credit classes, graduate classes and registrations

> evidence the highest percentage increase. During the three year interval, graduate class registrations have risen from 13.8 percent of credit class registrations to 16.6.
>
> In nearly all of these institutions the graduate school administered the off-campus graduate extension degrees. The majority did not consider off-campus graduate courses as residence, nor did they offer complete graduate degrees through off-campus centers...Most required some resident requirements for all graduate extension degrees...in the doctor degree program many of the institutions required at least a year of residence...most institutions placed a limit on the time in which a part-time student at an off-campus center could complete a graduate degree. They also placed a limit on the credit load registration.

Few, perhaps no more than 5%, of these part-time students ever achieve degrees. Observers suggest that some, perhaps many, of these students have no real interest in attaining a degree. Often credit courses are the only ones available in their subject of interest, or they believe credit status reflects seriousness of purpose or guarantees the quality of instruction.

> If we regard the credit program of Cleveland College as essentially a degree program, the demands made are too much for most people. At any rate, most students do not graduate. During its history, the College has enrolled more than 100,000 students in credit courses. Only a few more than 4,000 have been graduated.
>
> It is a mistake to think even of the credit program as essentially for degree candidates. The greater number of students in Cleveland College are enrolled as "part-time non-degree" students...Some of them do become degree candidates, but many do not and do not intend to. Indeed, some are college graduates, some even with advanced degrees, who seek to broaden their "completed" education but do not desire the kind of specialized education which leads to graduate degrees.

Concern about quality and academic standards seems to focus on the credit courses.

Evening or extension courses are alleged to be inferior because: the students are less capable; they are less carefully selected; adult classes are more heterogeneous; the adults are physically tired, impatient of abstraction and generalization, too distracted to study hard, etc.; the least capable instructors are assigned to extension; library or laboratory facilities are not available; a "social worker" atmosphere leads to lenient grading; etc.

> Much of the open criticism of the evening college was voiced on the subject of standards...The day colleges retained their controls over academic matters...Some members of the faculty...wondered if

> it was possible to have identical standards without identical purposes. They decided that there could be different standards which were equivalent; as one of them expressed it, "We seek validity of standards rather than identity." The majority in the voting on the question of control believed that so long as they retained the controls, the standards could be protected...The problem remained unsolved, but there were many faculty members who secretly agreed that the evening program was highly desirable as a social service but was, indeed, of low academic standard.
>
> ...the part-time, adult student devotes his major effort to his job, and his educational endeavor is necessarily accorded a second, rather than a first, order of priority. This condition leads to four results. First, the energy and alertness of the student suffers in classes which meet in the late afternoon or evening after a full working day...A second educational result of job priority may be irregularity of the student's educational effort... The third problem growing out of job priority is more difficult to meet. It is the limitation of time available to the adult student for reflection, scholarship, and the exploitation of library resources...The fourth negative element growing out of job priority may vitiate the level of motivation in adult education. This factor is simple lapse of time between the inception of a program leading to a certificate or a degree and the attainment of the goal.
>
> Most evening colleges have learned from experience that employed adults, many of them with family responsibilities, simply cannot carry a full schedule of university courses, however eager they may be to do so. Thus, limits on the amount of work students may attempt are reported by 80% of the responding institutions. The limit varies from six hours in many institutions to as many as twelve in a few.
>
> Instructors in extension are under pressure to be generous to their highly motivated students, who are often in a minority ethnic group, or who depend on the credits earned to keep their jobs. They "seem to grade with their hearts rather than with their heads, ...(and this) soft grading practice...is one way by which an objective observer can detect dissimilar standards".

The quality of the credit courses is defended: the students *are* capable (there is considerable *evidence* to support this); they are highly motivated; they have more experience; they *are* carefully selected; general denials of the common accusations; counter accusations of laxity in campus classes; "excellence" in adult classes must be assessed differently than in classrooms of adolescents.

> There is a way to approach the problem of evening college admissions which has never been tried. Part of the confusion in the field of such admissions results from the variety of evening college programs: degrees, associate degrees, certificates, individual

> enrollments for credit courses, applied courses, noncredit courses. Another reason for confusion is purely semantic because of the lack of a common language; the terms degree and non-degree, credit and non-credit, matriculated and non-matriculated are used freely but with such different meanings that discussions of admissions practices tend frequently to confuse rather than to clarify...Consideration of the evening student in terms of the suggested classifications should simplify the problem for all concerned.
> 1. Fully qualified to earn credit toward a baccalaureate degree...
> 2. Potentially qualified to earn credit toward a baccalaureate degree...
> 3. Students who will not be permitted to earn credit toward a degree...
> 4. Students whose qualifications have not been determined.
>
> Standards are determined, established, and maintained by the faculty. If the students have the ability to meet the level required by the institutional standards, then the solution of problems of standards becomes essentially a determination of what controls a faculty may effectively impose to insure attainment of the desired standards...(1) the admission of students; (2) the scholastic standing or retention of students; (3) the determination of the level and content of courses; (4) the establishment and modification of curricula; and (5) the recommendation of the student for a degree. Controls in these five areas should constitute adequate safeguards of standards.

Some universities have moved in recent years to return credit courses to control of the residence departments, leaving non-credit work of all types under the administration of a separate adult division. We find no document discussing this trend with any thoroughness.

A strange hybrid has emerged called "extension credit" or "non-degree credit" and this type of enrollment is increasing. This is credit which may be applied toward certificates in extension or the evening college, but may not be applied toward degrees.

> If it is true that the level in extension classes is lower than on the main campus, one reason is the distinction between residence and extension credits, for such a compromise helps to maintain the difference in standards by recognizing it as quasi-legitimate.

Limits on the amount of credit toward a degree which may be earned in the evening college, extension, or by correspondence study are common. Some of these limits stem from the accrediting agencies.

> ...only a certain proportion of the credits required for a degree may generally be earned in extension. It would seem logical to allow a student to earn a degree in extension if the courses are at the same level as those on the home campus; and, if they are not, not to permit any extension credits toward a degree.

The credit system and residence requirements are under attack as too rigid for degree seeking part-time students.

> ...the mechanics of academic bookkeeping will have to be altered to accommodate adult students. The concept that fifty minutes in a certain classroom once a week is reliable evidence that one-hundred twentieth of a bachelor's degree has been accumulated will have to be abandoned. Since the invalidity of the assumption has long since been evident,a change of this kind will not undermine putative educational standards.

Systems of credit by examination are being tested on a large scale.

> It is proposed that in order to accommodate the large number of students in the State doing college level work by independent study and in television courses, adult education courses, courses at industrial plants, and other courses outside regular college curriculums, a system of credit by examinations be established through the use of college level examinations prepared by competent faculty members under the supervision of the Board of Regents. The quality and quantity of college credit would, of course, be entirely at the discretion of the particular cooperating institution to which the student would seek admission. Persons who lacked the formal stipulated educational requirements but who had acquired extensive experience and knowledge in other ways would be permitted, and indeed encouraged, to demonstrate by equivalency examination their grasp of the academic and professional content required for certification.
>
> The College Proficiency Examination Program has been developed as a service to the people and colleges of New York State. Colleges, educational organizations, and departments of education in other states have been informed about the Program, but no special effort has been made to ascertain their policies with regard to the examinations.
>
> In general, if students receive credit from a college in New York, that credit will probably be treated by institutions in other states like credit earned in course. Furthermore, examination programs similar to New York's are under study in other states. As these programs develop, it will become easier to obtain acceptance of examination results anywhere in the country.

Degree programs expressly designed for part-time adult students are being tested with great success at several universities.

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Bye, 14
Cundiff, 30
DeCrow, 33, p7-16
Diekhoff, 38, p1-30
Dyer, 40, p27-52
Horn, 58
N.Y.State Education Dept., 106
Petersen, 111, p73-103
Roth, 114, p31-51

G. NON-CREDIT VOCATIONAL AND TECHNICAL EDUCATION

AUEC-NUEA institutions report 1,700,000 registrations in 1964-65 in non-credit classes, short courses, correspondence courses, and conferences. Much, probably most of this work is occupation related vocational and technical education, as is much of the part-time registration in junior colleges.

> Rapid changes in technology and in the nature of job requirements resulting therefrom will require almost constant continuing formal study, regardless of the occupation. Job tenure or success in the future will depend upon keeping up with the advances being made in the particular vocational specialty, whether it is accounting or salesmanship, teaching or social work, law or medicine. At some levels, specific jobs will become obsolete, requiring complete retooling and retraining, such as we are now witnessing at unskilled or semi-skilled levels. Continuing occupational education will require a good deal of attention from evening colleges in the next quarter century.
>
> The retraining of semi-skilled and skilled workers is probably the least difficult of the great variety of retraining efforts which need to be launched. The problem of learning new techniques is not even problematic when compared with the problem of learning new ways of life which sometimes must accompany those new occupational techniques.

Pressure for this work, which is often organized in certificate or diploma sequences, is related to the proliferation of "sub-professions", the need for re-training of large numbers of workers, and vigorous efforts to upgrade skills in business and industry.

> Formal educational programs today are heavily oriented to preparing young people for the professions, which provide jobs for only a small fraction of the labor force. A strong stress needs to be placed on technical education. The two-year junior college program should be studied for its potential in providing education for correctional jobs.
>
> To stretch the limited supply of professionals, it will be necessary to train many non-professional workers. Today, the junior college is being thought of as a major resource for training the non-professional or sub-professional for careers in many fields. Among the major areas in which two-year career programs are now offered are: paramedical services; engineering technology; business; service industries; and various government services such as law enforcement, recreation, and urban development.
>
> Supplementing work with related study is the very thing being encouraged by industry. It would seem, therefore, that this policy on the part of industry is responsible in large measure for the

> increase in numbers and percentages of part-time students, and the resulting change in the climate of many a college campus. There is a significant correlation between highly industrialized regions and the number of part-time students attending institutions of higher learning within those regions, the coefficient of correlation being 0.86. And, as might be expected, there is a significant correlation between states highly urbanized and the number of part-time students within those states. The coefficient of correlation in this case is 0.64. Evidently industry's insistence upon education is being felt, for the most part, by urban institutions in highly industrialized areas.

Non-credit programs, in general, cause less friction with the academic community on quality and "standards", though they are often challenged as not "university-level".

> It can never be assumed without further investigation that a non-credit course is inferior in any way, for many of these examine extremely esoteric subject content with an intensity and intellectual rigor seldom seen in undergraduate credit programs.
>
> If a person follows courses in a well defined technical subject such as air-conditioner installation, or a similarly narrow area of business administration, the university gives him a formal certificate upon their completion. The distinction between this and a degree is feasible in such fields, because one can specify with equal precision what an electrical engineer, for instance, should know at one level and a television repairman at another. Certificates in liberal arts, on the other hand, are in principle more dubious. The education that one receives through four years in a liberal arts college cannot so easily be divided into parts that are meaningful in themselves.
>
> Probably the best and the worst in university adult education are to be found among the noncredit programs, the lively innovations that are the product of true creativity and, at the other extreme, the flagrant caricatures of education, devoid of content, sometimes of taste, in fact of anything except commercial profit.

Clark, 22
Clark and Sloan, 23
Clark and Sloan, 24
Friedmann, 44
Glancy, 46
Horn, 58
Petersen, 111, p73-103
Thornton, 128, p175-196
Wientge, 135

H. CONTINUING EDUCATION IN MANAGEMENT AND THE PROFESSIONS

There has been a phenomenal increase in continuing education and refresher programs in the professions.

> No matter how much formal education an individual may have before he undertakes his life work, and regardless of its quality, it will be incomplete at the time of graduation. And unless renewed continuously, the graduate's education will become more inadequate with the passage of each year in terms of his ability as a proficient practitioner of his profession and as a competent citizen...It means a far-sighted program of adult education, one that is much broader in concept than most of those in existence today, and one which takes into account the basic fact that the majority of degree holders will continue their education.
>
> The Institute of Higher Education has studied undergraduate professional schools such as those in engineering, business administration, nursing, pharmacy, and journalism...These professional groups recognize the need for continued contact with some type of educational institution throughout the period of active professional life. There is also widespread agreement that this type of extended education must be something more than how-to-do-it techniques and casual information on current topics.
>
> Currently enrolled in California Extension professional programs are:
> one out of every three lawyers in the State.
> one out of every five dentists in the State.
> one out of every six doctors in the State.
> one out of every eight engineers in the State.
> one out of every twelve teachers in the State.

This work has unquestioned acceptance as an appropriate university function.

> It is clear that there is full faculty support at California for the continuing and general adult education functions of the university. There is, on the other hand, considerable criticism of and resistance to the granting of degree credits in undergraduate courses. The expansion of our efforts in the professional post-graduate field, then, is clearly within the mandate given to extension by this most recent study committee.

University adult education, especially general extension, has always had a particularly heavy involvement in up-grading personnel in the public school system.

> What I suggest is that the model of the field service bureau or similar agencies to house technical services to schools has tended not to perform an in-service training function for the administrators and staffs in the client school systems to the extent that those personnel would be tempted to change their own systems. Rather, the organization of service bureaus has tended to insulate both client school system and university against changes in either system, and has tended to stereotype the inter-institutional role.

> In suggesting an alternative model to that of the service bureau or extension class for in-service training of administrators, I will suggest an inter-institutional model, in which the university interacts with a school system with each committed to change. Rather than one individual being hired away for a day or two from the university in a system to individual relationship, we would have a continuing system to system contact...the university people would work with the administrator in his system, conduct research into the problem area and learn with the local school people how to solve system problems.

Universities have a particular responsibility for the liberal education aspects of continuing professional education.

> Professional education needs liberalizing at both the formal and continuing education levels and while professional societies and voluntary organizations can be expected to interest themselves in continuing education for increased professional competence it is the universities which must be counted on primarily to provide those liberal components of postgraduate training upon which wise public leadership depends.

Though often organized in the adult education division, much continuing education is provided directly by the professional schools themselves.

Professional associations are frequent providers of continuing education, especially when university resources seem inadequate or regional and national plans are required.

> The great number of extension courses places a heavy strain on the faculty members. In some instances they travel as much as 300 miles and neglect undergraduate medical students for periods of a week at a time in order to give lectures in clinics and postgraduate programs. Added to the fatigue incidental to this obligation is the time that must be spent in preparation...Medical School faculties in general are under-staffed.

> The continuing medical education of the physician is one of the most important problems facing medical education today; there is a maldistribution in the quantity and quality of postgraduate instruction in our country; the nationwide need for an articulated plan among personal, community, regional, and national educational resources can be met most efficiently, in ways compatible with the particular requirements of medical practitioners, by a cognizant national body.

Aspen Institue, 5
University of British Columbia, 10
University of California, 15
Dryer, 39
Lynch, 84
Macy, 85
Serbein, 117
U.S. Civil Service, 130

I. LIBERAL ADULT EDUCATION

Johnstone classified 38% of all courses studied by adults under higher education sponsorship as "general education" and another 3% as "public affairs". Colleges and universities provided 66% of all general education courses and 20% of all public affairs courses studied by adults during 1961-62. One of five AUEC-NUEA registrations is in the humanities and one in six is in the behavioral sciences.

Developing and sustaining programs of liberal education, especially designed for adults and outside the regular credit program, is extremely difficult work, largely because liberal education programs are seldom self-supporting from tuition and fees.

> Unfortunately, taxpayers do not demand liberal education. The result is a dearth of liberal education offerings in extension, tempered only by the messianic zeal and commitment to the liberal arts of a few extension directors who are willing to go out and create the need, and who will go through the necessary budgetary contortions to finance the program.

Studies documenting the seemingly inexorable advance of specialization and professionalization in all parts of higher education, including the liberal arts colleges, lead to the suggestion that higher adult education has an opportunity and duty to provide liberal adult education.

A "natural" audience for liberal education programs has been identified and relatively well defined. The liberal education needs of this somewhat older, middle class, largely professional group are not being met because of the vocational orientation of most university adult education.

> Almost all of the students (in liberal education programs) will be in occupations, or will be married to persons in occupations, classified as "middle class"...Programs will attract primarily middle-aged students...Programs associated with a larger vocational educational program (credit) will attract younger students than programs that do not have this attachment...Younger adults attending programs will tend to be atypical of their peers in terms of the developmental tasks they are in the process of accomplishing... Programs dealing primarily with abstract or spiritual concerns will attract more older adults than will other programs...More single women than single men attend the programs...More wives will attend without their husbands than will husbands without their wives... Wives attending alone are usually middle-aged, while couples attending together will tend to be either young adults or older adults... When encouraged to do so, husbands and wives will attend together...

> Couples attending together will be in one of the following status groups: married, before children are born; newly establishing their social role in the community; or with grown children who have left the home.
>
> Our life cycle analysis indicated, that with the exception of the woman seeking to reenter the labor force when her children have reached adulthood, vocational education loses its relevance for the adult when he reaches his 40's...Yet surveys of university extension education indicate that perhaps three-quarters of the students are attending classes with a view to improving their earning capacity and vocational competence; even though this type of education attracts participants of relatively high socio-economic status, which Johnstone's study indicates is the most strongly oriented toward non-vocational uses of education of any group in our population. The decline in over-all rates of participation may be a consequence of the vocational preoccupation of university programing rather than a lack of potential relevance of non-vocational education for the older adult.

Programs of liberal education for executives, for professional and other specialist groups have been repeatedly attempted. Though some were seemingly very successful, few have proved durable.

Programs of education for public responsibility and liberal education "study-discussion" programs flourished in many universities while subsidized by the Fund for Adult Education. With a few notable exceptions, these programs dwindle away when subsidy is terminated.

> Teacherless, but not leaderless, discussion programs provide good conversation on important themes. Peers learn from one another. Regardless of the subject under study, they may learn first that peers are peers, second that the great questions are open questions, that honest men possessed of the same facts may disagree, that attack upon a position need not be an attack upon those who hold it; and they learn about the subject to boot. The quality of such discussion depends upon the skill (partly technical), the tact, the understanding, and the tolerance of the leader of it. The University can control the quality of the things studied by establishing adequate procedures for approval and disapproval.
>
> Administratively the program has several notable features. The discussion groups, as the name of the program implies, meet in "living rooms". The program therefore makes no demands (except for administrative offices) upon the physical facilities of the University. Discussions are led by laymen and therefore,except again for administrative staff and for occasional consultation with faculty, it makes no demands upon University personnel. The demands made upon the administration are primarily for guidance and consultation in program planning, for selection and training of leaders, supervision and evaluation.

> Discussion groups, alone, are decreasing both in number and in registrations.

Problems have been identified and program surveys made in several liberal education subject areas, especially in science, world and public affairs, and in the cultural arts.

Leadership and financial support for liberal adult education have been supplied by the Fund for Adult Education (now defunct) and the Center for the Study of Liberal Education for Adults.

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University of British Columbia, 10
Carey, 19
Diekhoff, 38, p36-43
Fund for Adult Education, 45
Goldman, 48
Hattery, 53
Houle, 62
Kelley, 69
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Liveright, 76
Liveright, 78
Petersen, 111, p152-199
Stewart, 124
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J. REACHING WORKING CLASS POPULATIONS AND THE CULTURALLY DEPRIVED

University adult education largely serves middle and lower middle, upwardly mobile populations. This is true even of agricultural extension, despite its practical orientation, its use of informal methods and its wide use of personal contacts. Many poor people do indeed obtain education or even degrees by part-time study, but, on the whole, university adult education is widening the gap between the educationally privileged and the educationally deprived.

> Among men who had never been beyond grade school, who worked in 'blue collar' occupations, and whose total family income was less than $4,000, only seven percent had been active in some type of educational pursuit during the previous year; among men who had been to college, who worked in 'white collar' jobs, and whose income exceeded $7,000, as many as forty-three percent had been involved in some type of systematic effort to learn new knowledge, information, or skills during the previous twelve months.
>
> The clientele of the university evening college is, by and large, the segment of our urban population usually called "the white collar class". If one used Warner's classification, this would be the lower-upper, upper-middle, and lower-middle groups in our urban society, with a modicum of spilling over into the upper-lower area.
>
> Participation in university adult education is related to social class. Generally, adult education participants are members of the middle class. These participants are exposed to a number of media

> for the diffusion of knowledge. They are more apt to be active users of the library, museums, and the media of mass communications... Semi-skilled and unskilled workers who have less than a high-school education are much less likely to participate in voluntary associations than their better educated brethren.

Among population groups most likely to be disruptively affected by automation and other social trends, attitudes toward and uses of education differ drastically from those which presently support higher adult education. It will be difficult to reach these groups.

> The lower classes place less emphasis on the importance of high educational attainment, and less often aspire to be college-educated ...persons in the lower third of the social continuum heavily favored the 'practical skills' emphasis... In spite of these considerations, we also found that the average lower-class person is less ready than his middle-class counterpart to engage in continuing education even in situations where tangible economic gains are offered as reward...The typical lower-class person does not think of education in terms of personal growth or self-realization, and as a consequence is even less ready to turn to adult education for recreational purposes than he is for purposes of vocational advancement.
>
> The dilemma is that the segment of the population which may soon have the greatest amount of free time at its disposal is on the one hand the least well prepared to handle more free time and, on the other, the least likely to turn to educational pursuits as a way of expanding spare time interests. Thus, while the field of continuing education has an obvious role to play in preparing American adults to cope with more and more leisure time, for a sizeable sector of our population, the virtues of continuing learning are understood and appreciated only in the language of tangible benefits, concrete rewards and practical gains. And it is here, perhaps that adult educators will face their most critical challenge in an age of automation.

Though university adult education has deep roots in a tradition of social action, and many individuals who work and think in this tradition, the spirit of direct involvement in immediate social problems is not strongly expressed in the current literature. We do not find many adult education administrators who feel that "the mission of university extension is to heal a sick society".

Training leaders for work with underprivileged populations is a vigorous function of higher adult education. Especially under the impetus of recent federal legislation, many universities are active in training teachers for basic education, leaders for Head Start programs, etc.

Experiments with new forms of urban extension, with community programs under Title I of the Higher Education Act, and in OEO financed community action programs may lead to new and more effective methods for reaching new adult populations.

Adult Education Assn., 2	Johnstone, 66
Johnstone, 65	Taylor, 126, p73-93

K. OTHER SPECIAL CLIENTELE GROUPS: LABOR EDUCATION: THE AGED: EDUCATION OF WOMEN

Special educational services to organized labor have been provided by many universities for decades. The feeling is repeatedly expressed, however, that these have not been comensurate with the services provided to business and the professions and there apparently still exists some lack of trust between unions and universities.

> Labor education is increasingly one of the services of general extension...This development is found in the states with well-organized labor groups. The numbers enrolled and the resources devoted to labor education are very small compared to those provided for teachers, for business groups, and for engineers. Much of this difference reflects the different levels of formal education as well as the differences in rewards for further education on the part of teachers and the availability of funds to support educational programs on the part of business.
>
> ...Labor education within the university has two serious handicaps to overcome - the marginal role of the service function in general within the university (within which adult education usually falls), and an equally important obstacle, a prevailing indifferent, and sometimes even antagonistic, attitude on the part of both university and labor toward the notion that the labor movement needs educational services from the university.
>
> Both organized labor and universities have difficulty attempting to launch singlehandedly adequate programs of labor education. The former lacks both resources and the requisite educational experience. The latter have no way of gaining understanding of the true needs of organized and unorganized workers. A skillful blending of resources is necessary to the development of a successful long-term labor education effort.

Labor education programs, largely involving union officials and leaders rather than rank and file members, have broadened to include community and public affairs, economics and occasional attempts at liberal education.

> Significant trends in college and university labor education are:
> 1. A shift in emphasis in well-established, full-time programs

> from an almost exclusive emphasis on training of local union officers to substantial training programs for line and staff labor representatives.
> 2. A significant expansion of programs in international affairs, in community participation and in health.
> 3. A growing interest in research of interest and of value to labor.
> 4. An increasing concern with projects to evaluate the effects of college and university programs conducted in cooperation with trade union groups.

Universities are active in research on aging and in the training of health and other workers for the aged. Many older adults participate in many university adult education programs, especially in liberal education subject. Sometimes they are given free or reduced tuition. However, they participate at a drastically lower proportion than younger adults. There is very little programming expressly designed for this group.

As their number rises and their educational level goes up, older adults may become a significant audience for higher adult education.

> We find the proportion of the adult population 45 years and over has increased from 32 percent to 48 percent of the adult population; and projections indicate that by 1970 approximately half of the potential market for adult education will be with adults, 45 years and over. The fact that the adult educator is failing to reach this group is documented by national surveys of adult participation such as those conducted by the U.S. Bureau of the Census which indicate a progressive decline in adult participation after age 40.
>
> Increasingly, with imaginative programs and good instruction, students of middle age and beyond interested in non-vocationally oriented courses will become the major clientele of the evening college. As they get into the habit of continuing education, as they reap rich rewards in personal satisfaction through such learning experiences, these adults will continue as part-time students well into their later years if, of course, the evening colleges provide conditions of study and attendance congenial to an older population and not geared to twenty-year olds.

New approaches to the education of older people will certainly be needed. They shun classes and formal education approaches. They like to organize and run their own programs, as, for example, in an interesting experiment at the New School where a group of retired professionals, in effect, run their own college as an adjunct of the New School.

> What, then, are the responsibilities of universities in the education of the aged? There are at least three. The first is research... Second, is the training of personnel for work in the various aspects of aging...Third, providing direct educational services to that

> portion of the aged which can profit by what a university can appropriately offer.

Some adult educators feel that the prevailing rhetoric of "lifelong learning" is nonsense and more stress should be placed on teaching adults to become self-educating.

> Before we devote our full frenetic energies to course-planning and recruiting for this age-group, we will do well to consider a question the 100-Percenters pass lightly by. Do we not have a responsibility, not unlike the therapist's, to avoid developing in adult education students an endless dependency - should we not be concerned with people's becoming self-educating so that, sooner or later, they will be free of us and come back to us only for new personal or career needs, new education crises large or small (occupational retraining, professional updating, new personal curiosities) that they have not learned how to meet by themselves.

Many special programs have been developed to facilitate the re-entry of mature women into the labor market and the professions or to help them develop new and satisfying life styles.

Adult degree programs not dependent on classroom attendance are likely to be helpful to many women who did not obtain degrees.

Burkett, 12
Friedmann, 44, p54-58
Goldman, 47
Hendrickson, 57
Liveright, 78
Liveright, 79
London, 82
NILE, 105
United Steelworkers, 132
Wisconsin School for Workers, 137

L. URBAN EXTENSION AND COMMUNITY EDUCATION

Community development programs are operated by many general extension divisions. The content of these programs ranges from formally organized educational experiences for community leaders and research on community problems, to general efforts to stimulate community self-education efforts, to provision of a wide range of technical and advisory services to local governments, voluntary organizations and other groups. Many evening and community colleges are engaged in one or another aspect of this type of work.

Title I of the Higher Education Act, Ford Foundation grants for urban research and extension and involvement in OEO Community Action programs have greatly stimulated university interest in community education, especially in urban areas.

The highly successful model of agricultural extension has been examined critically for principles and ideas with potential application in urban extension.

> There are some fairly obvious difficulties in reasoning by analogy from the Cooperative Extension Service to the idea of urban extension. One arises from the fact that whereas the early rural extension agents moved into a society that was close to being a vacuum, with respect to organized technical assistance resources and services, our pluralistic urban society has long been the hunting ground for a host of agencies, public and private, seeking to bring knowledge and skills to the aid of urban communities and urban dwellers...the Cooperative Extension agent...has dealt with people largely in connection with their economic interests as producers, marketers, homemakers or future farmers...The typical city dweller cannot be reached by a general extension service motivated primarily by his needs as a producer or wage earner.
>
> There are principles and practices developed by the Cooperative Extension Service that can teach important lessons to those trying to design patterns of collaboration between universities and the urban communities that they serve. These include:
>
> 1. Securing cooperative support or sponsorship of different levels of government.
> 2. Training lay leaders to extend the reach and effectiveness of much educational effort.
> 3. Working with voluntary organizations.
> 4. The use of persons who might be described as generalists in terms of their understanding of sources of information and their ability to relate skills in the university to persons and organizations in the community.
> 5. The close relationship of extension with research and education in the university.
> 6. The emerging practice of de-emphasizing the face-to-face service relationship in favor of more indirect and generalized methods of communication.

What program implications can be drawn from the fact that these programs are urban?

> If the urban extension idea has vitality and validity, these qualities must derive from specific connotation of the work "urban"... The primary concern is with present or possible university services directed specifically to the social needs that people have because of the facts of urbanization...urban extension is not itself directly involved in passing on information about well-established ways of paving streets or disposing of refuse. Urban extension must be concerned with the human or social consequences of the use or non-use of available technical knowledge to potential urban users.

> Perhaps the most important decision yet made by several urban studies centers is to set their research programs within a metropolitan framework...The intellectual conviction is that the modern "spread city," the "metropolis," even "megalopolis" is in fact a social system, the several functional and geographical parts of which--whether people recognize it or not--share certain important common problems, needs, and interests...In this context, the overall goal of urban extension is to provide an integrative influence of an essentially intellectual, noncoercive character, in what is to a large extent a fragmented and anarchic urban society.

How can the ethical problems of provision of services to parts only of the population be resolved and political risks minimized?

> There is no doubt that the university as a company of scholars should always be careful in handling the truth...on the other hand, a university garbed in the habit of urban extension cannot always be as purist about the verifiability of knowledge as when it appears in the apron of the laboratory-scientist. When men and women make decisions that affect urban society or their relation to it, they must act in the light of the best approximation to knowledge that they can find...We take the position that, under certain circumstances, it is obligatory for the university, through urban extension, to make available information and insights, partial and tentative as they may seem to persons accustomed to applying the most rigorous of scientific tests...Refusal to give the public the benefit of insights not obtainable elsewhere, could tend to depreciate rather than to protect the currency of scholarship.
>
> A program, the justification and probable effects of which lie in influencing the course of change or development, should be undertaken with the clear understanding of the possible political costs, both to the university and to the community...The stakes are high and some risks must be taken. Risks should, however, be minimized by taking every possible precaution to ensure the soundness of the factual base, by enlisting and developing the receptivity and participation of all possible concerned agencies and groups, and by the most discreet management of all aspects of the enterprise...The university should always remember that it is an educator, not the governor of men.

What would be the training of an "urban agent"? How many would be needed, how would they operate, how would they relate to the many agencies already at work in urban areas?

> Taken together, the people whom we can see usefully employed in the future, in the various urban agent roles discussed above, would constitute a considerable army of professionals with various levels and kinds of training all superimposed upon a good general background in urban studies...many, probably most, of the people who might become engaged in several of these activities should not be

> employed by the university. This is particularly true of people whom we have described as "urban adjustment agents", "community development agents", or "area coordinators".
>
> This blurring of the line between the university and other purveyors of extension-type services is one reason why we do not foresee the development of a unified system of urban agents within a single national or state organizational structure playing a role in urban society comparable to that of the system of cooperative extension agents under the aegis of the U.S. Department of Agriculture and Land-Grant Colleges.
>
> Urban extension can certainly learn how to lengthen its reach and broaden its influence by recruiting and training volunteers who, in turn, become teachers and counselors of others...Merely to increase the manpower engaged in urban extension is not the only reason for this approach. Cooperative Extension long ago discovered that some missions could better be discharged by properly selected and instructed volunteers than by "certified experts" fresh out of the college halls.

Community development activities have in the past been criticized as largely inappropriate for university sponsorship. Are there principles by which appropriateness can be determined? What sort of activities, specifically, have been proposed as plausible in urban extension programs?

> ...we judge the main purpose of the community-development movement to be social improvement, and we believe that it has no legitimate place in the university.
>
> If the idea of the urban extension service emanating from universities is to be given practical and viable demonstrations, it will be necessary to observe some principles and priorities that will reduce the operation to manageable proportions...the first principle should be one of appropriateness. Urban extension should be in character for the university engaging in it...The second principle is that of significance...The theoretically ideal model for an urban extension program would be the one that would get the most important information to the most strategically placed person in the most effective fashion in the least time and at lowest cost...The third principle is the principle of conservation and augmentation of effort. This means that the university should not undertake or continue an urban extension activity that can be done equally well by someone else.
>
> Consider some of the significant roles that the university can play in the area of urban extension...
>
> 1. Clearing House...
> 2. Counselor and Consultant...

3. Convener...experience has shown that the university has some special assets as a convener of people, whether as individuals or as representatives of groups, and that in performing this role it may open doors to future areas of service...
4. Policy Seminars and Conferences...
5. Special Education...An important object of urban extension should be to supplement the educational backgrounds of various kinds of people by offering or assisting in the offering of special educational programs on the nature of urban society, urban development and urban problems...
6. General Education and Public Information...Much information that might otherwise be confined to limited groups in the classroom can be disseminated to veritable multitudes in a variety of ways, including radio, TV, motion pictures, newspapers and magazines, pamphlets, books program appearances by staff members and even yet, the public lecture platform...
7. Demonstration projects...the possibilities in urban demonstrations are numerous and varied. They might conceivably range from a demonstration for newcomers from the hills of how to use a flush toliet to a highly complex program for mobilizing numerous social, economic, and intellectual resources to demonstrate their potential impact as change agents on a community presumably in need of substantial improvement as an environment for living. Between these two extremes is a whole host of possible projects.

AEA, 2
Bebout, 7
Ford Foundation, 43
Haygood, 55
Haygood, 56
Martin, 86
Matre, 89
NILE, 105, 14-29
Petersen, 111, 104-116
Southern Regional Education Board, 122
Taylor, 126
U.S. Dept. of Agriculture, 131

M. SPECIAL LEARNING FORMATS: RESIDENTIAL CONFERENCES, CORRESPONDENCE STUDY, ETV

Short-term conferences and institutes in a residential setting have increased radidly. 130 conference centers were reported in 1964, many in buildings especially built for this purpose and others in accomodations adapted to the purpose. Kellogg Foundation grants have aided this field by providing buildings and funds for research and training.

Developments in university correspondence study include: greater cooperation among the universities; establishment of evaluative criteria for programs; extensive experimentation with integration of correspondence into TV and other programs; suggestions for use of correspondence in international studies.

The success of educational television for credit and non-credit programs has been fully demonstrated. Lack of channels and program development costs have kept this medium from reaching large numbers with adult education. Recent proposals from the Carnegie Corporation, the Ford Foundation and the federal government suggest ways of overcoming these problems.

> An entire college curriculum of superior quality is accumulating on films, which may be used whenever or wherever a TV channel is available. Lack of channels is the present limitation, but when this economic and technological problem is solved, much evening college education will be given by television. That a revolutionary force in evening college education is at hand is obscured for the moment only by the present lack of channels.
>
> The original three-year experiment, from 1956 to 1959, showed that a junior-college program can be offered effectively on open-circuit TV. It also proved that there exists in a metropolitan area a large audience of mature, able, and highly motivated students eager to enroll for credit in college-level TV courses. Even more important, it proved that college-credit courses can be televised without compromising course objectives or sacrificing instructional quality. The fact that accrediting agencies, professional associations, colleges and universities promptly agreed to accept credit earned through TV College courses is indication enough of the instructional quality of the courses.
>
> One of the most surprising results was that television had apparently failed to make much of an impact as a medium of formal adult instruction. Only one-and-a-half per cent of all courses studied during the previous year had been taken via television instruction and only 290,000 persons were estimated to have followed an educational course on television during this time.
>
> It might be the case that television has come to be almost exclusively identified by the American public as a medium of light entertainment, and if this is true, then it might also be the case that no matter how much instructional fare were made available on the medium, it would still be preferred for other purposes, and other sources or channels would still be seen as more appropriate for systematic learning.

In educational institutions, including universities, public use of educational television has persistently been sacrificed to direct instructional applications.

> Radio and television were started in educational institutions for the purpose of serving the needs of non-resident students...Neither the federal government nor the pioneers of educational radio and ETV television intended that resident pupils and students, sitting in classrooms, would be chiefly--or even typically-the recipients of the benefits of broadcasting. Paradoxically, it looks at this writing that closed-circuit broadcasting preempts the field to an extent great enough to reduce opportunities for general adult audiences to tune in on educational broadcasts.

> Radio has perhaps never been fully exploited as a means of enriching regular instruction. This failure may be related to early efforts, in the 1930's particularly, to make radio a distinct teaching method. There is, in fact, a close parallel with ETV use here. Radio, too, tended to require both separate budgets and technical staffs, removed from educators who otherwise carried out the extra-mural, off-campus instruction of universities. Where this separation occurred, the adequate exploration of radio teaching capabilities by educators may have been hampered.

Chicago University, 21
Clark and Sloan, 24, 67-85
Erickson, 42
Fund for Adult Education, 45
Grinager, 51
Johnstone, 64
Johnstone, 66, 222-230
Kellogg Foundation, 70
NUEA Audio-Visual Division, 102
NUEA Correspondence Division, 103
Pitkin, 112
Wedemeyer, 133

N. SECURING COMMITTMENT OF THE FACULTY AND ADMINISTRATION

A long tradition of public service on the part of the university strengthens its adult education committment. Explicit and forceful expressions of adult education objectives in the charter, policy statements, and publications of the university also aid the adult division.

> Too many universities have "backed into" or allowed themselves to be forced, by a desire for good public relations, into the fields of educational service for adults, project by project, and have not examined rationally the extent to which they are prepared or willing to accept these responsibilities.
>
> Old images never die; they have to be publicly broken. In the case of adult education, this is a matter of some urgency.
>
> The institution's statement of purposes should recognize the importance of liberal education for adults. This statement should be in a published, rather than in an understood, form. In addition, the statement should be recognized by all elements of the faculty (e.g., faculty committees and key personnel in central administration). Finally, the statement should be developed jointly by a widely representative university committee.

University presidents always support extension in their public statements and most are judged by their evening college and extension colleagues to be genuinely committed to this work. Nonetheless, support often falters when money, faculty time and other resources are required. We cannot find a single publication in which a university administrator responsibly explores the real and complex difficulties he encounters in trying to implement adult education objectives.

> All chief administrators of AUEC institutions indicated that their presidents were either deeply committed to the evening division (83 of 111) or that they believed the evening division performs a fairly useful function (28 out of 111).

> Sometimes I think one of our number, one of our prominent leaders in Extension, ought to be a martyr in a loud and perhaps vituperative voice calling attention to the derelictions of our public universities in their management of adult education. Almost without exception the presidents of these institutions have blessed and exalted such education from the rostrum and in meetings of citizens. And with very few exceptions they have not even whispered words of favor and support in the budget sessions, either on campus or in legislative halls.

> Amazing as it may appear, it seems that even top-level university administrators are often not aware of the adult education offered by their own institutions...We suspect that this ignorance is typical, and wherever it exists it constitutes a block to intelligent policy.

> The university faculty as a whole will be a constant concern of the president. Extension directors may find a president quite sympathetic to their problems with faculty--that is, problems of gaining good-will, respect and the participation of the daytime, non-evening-school-affiliated faculty. But ironically enough, a man friendly to adult education is likely to have generally liberal ideas academically. If so, he will have problems enough of his own among the academic community without adding to them by being a front man for extension. A president friendly to our work probably needs and should get more help than he can give in return.

Faculty attitudes range from "bouyant enthusiasm to distrust and hostility.' Negative attitudes seem more pervasive in parts of the university nearest to the core of academic traditions, e.g., in the liberal arts departments.

Faculty indifference is attributed to various causes: marginality of adult education and its nearness to the marketplace; lack of understanding of its purposes; doubt about academic standards; it does not count toward promotion; research is more important or prestigeful; insecurity about teaching in general; pure prejudice. Various remedial actions are recommended and the problem of faculty relations looms large in the literature.

> The university faculty has a jaded intellectual palate and responds to the idea of the need for continuing education as if it were coarse oatmeal--plebian fare indeed. Perhaps the "learning society" of tomorrow will take little account of their sophistication. Yet as of now we must bring home to university public opinion a fresh realization of our purpose. Not, however, by denying the importance of faculty activity or trying to deny them a share in many phases of our evening programs. We need them. But we must emphasize constantly the distinctive nature of the evening college.

> The increase in total institutional enrollment will surely produce many psychological changes in the university-wide academic body. Throughout the country faculties will grow, and the tired arteries will be re-ensanguined. Attitudes will become less stiff toward growth and change as part of the university way of life, if only because the professors will be younger and less immersed in the departmental tidal pools. We of extension will have an opportunity to influence the next generation of our colleagues.
>
> Faculty members are human, and when Extension work is actually counted toward promotion, there will be more Extension participation by faculty.
>
> Even apart from the quality of adult education, deans and department heads prefer to have their faculty do research in their spare time rather than teach additional courses, so that on principle their cooperation with the general-extension division is reluctant and partial. Many of the regular administrators and faculty are thoroughly hostile.
>
> Much faculty hostility to teaching adults in the evening results frequently from a sense of professional inadequacy about all teaching. A confident yet diplomatic approach to teachers...can do much to improve the classroom level as well as overall faculty relations ...the way to deal with him is individually as our teacher, however temporary. He is to be made to feel responsible to the administration of the evening college for the quality of his performance. By paying closer attention to the teaching in our classes we can do much over a period of time to raise faculty opinion of "standards" and raise student performance in reality through better teaching.

Though university adult educators urgently desire faculty understanding and cooperation, the potential dangers of too much faculty control are also noted.

> I have doubts concerning "stimulating faculty leadership". Given current faculty attitudes, faculty leadership may well result in abolition of the evening college. Do deans and directors really want the faculty to set policy for and supervise the program of education for adults? I'm sure they all want more genuine interest from faculty especially interest in excellence in teaching and concern for the adult student. But the key to a successful evening college is administrative, not faculty, leadership.
>
> Should the evening college therefore limit its enterprise so that it may be less perplexing and irritating to the university faculty? This would be a tactic of accommodation but it is clearly impossible if we are to be consistent in our purposes. Educational service to a broad community, largely adult, outside the institution is our function...service means the popularizing and dissemination to adults of university-level education, supported by complementary cultural enterprises and activities of direct educational help to people at work and leisure.

Carey, 18, 29-43	Dekker, 35
Carey, 19, 72-113	Dyer, 40, 112-137
Daigneault, 31	Nolte, 107
	Stern, 123

O. ORGANIZING ADULT EDUCATION WITHIN THE UNIVERSITY

There is no "best" mode of organization. James Carey's study of this question revealed a somewhat typical "life cycle" in which the form of organization of adult education activities seemed to be related to their stage of development in the university's growth. This progression (departmental domination to autonomy to intergration to assimilation) was only a summary approximation of development in the institutions studied.

The most common organizational form is a separate adult division which organizes and administers evening or extension programs, but with faculty appointments and general responsibility for academic content and standards largely in the hands of the regular departments.

> ...an extension division or university college should be primarily an administrative unit, having only such full-time faculty members of its own as are essential to carry out functions or fields of work not represented elsewhere on the campus...the adult educational unit should extend the resources of the whole university; duplicate (and often competing) departments of instruction should not be built up; the program of offerings should remain as flexible as possible to meet the changing needs of adults and society; costs should be kept down; and there should be an opportunity to use the talents not only of the faculty but of outstanding graduate students and people in the community.
>
> In the main, control over evening division undergraduate and graduate degree programs is either vested in one or more day units, or is held as a kind of veto power by day units.
>
> Who approves new courses? Sixty-nine percent of the evening colleges report that evening credit courses must be approved by a day division committee. For noncredit courses the reverse is true; few day faculty committees concern themselves with noncredit courses. Evening divisions work closely with day departmental chairmen.

Some advocate an independent adult division with full responsibility for the academic content of its program, perhaps even with a faculty of its own as a symbol of this responsibility.

> My impression is that until the evening college is conceived by the university as a college in its own right, not with a discrete body of subject matter, but with its own discrete function and with its own utterly competent, responsible, but socially sensitive subject-matter specialists, the evening college will not have a full life and vitality of its own.

In recent years there has been a movement to return credit and degree programs to the relevant academic departments, while the non-credit, adult and continuing education offerings are concentrated in a separate administrative unit.

A frequently expressed ideal is to make the education of adults an integrated, equal function and concern of all faculty and administration throughout the university.

> The analogy drawn...between the relationship of the Land-Grant college of agriculture with farmers and the desired relationship of the total university to all the people of the state presents a concrete example of the proposed ideal. This example cannot be taken too literally for there are several unique elements in the early development of Cooperative Extension which would not apply to other groups. However, the way in which the college of agriculture conceived its mission to serve farm people and worked out an effective combination of research, demonstration, and teaching to carry on its mission provides a fine example for general extension.
>
> ...the unified administration of such variegated activities as off-campus courses, noncredit programs of several types, concerts and lectures, conferences, the university press, and so on and on, is inherently difficult. Centralization of control can result in bureaucratic waste almost as easily as in greater efficiency; and in the best case "efficiency" is perhaps more likely to be defined as carrying out established routines well.
>
> This (adult program) education will not be considered as the concern of a special dean and a part-time faculty, but the responsibility of the regular officers or administration and teachers in the various schools and departments.
>
> I hope that Extension will be dependent but independent. This is a hard concept to get across. Extension is dependent and should be tied to the residence campus and the faculty. It should not be a "we" and "thee" concept. Yet, Extension has to retain enough independence to be creative and imaginative, and to try new things. My feeling is that if you left the Extension function to the departments or to the colleges or to the administrative units of institutions of higher learning, it would not get done.

Carey, 19
DeCrow, 33, 3-7
Dyer, 40, 112-137
Houle, 59, 370-373
Houle, 60, 20-26
Liveright, 80
Martin, 86
McGhee, 91
McMahon, 95, 80-86
Nolte, 107
Penn. State Univ., 110
Petersen, 111, 131-141
Tyler, 129

P. FACULTY RECRUITMENT, TRAINING AND COMPENSATION

Practice and opinion differ widely on the best faculty arrangements in university adult education.

Overload teaching by regular university faculty members is the most common practice.

Joint appointments with academic departments or subsidy of appointments in regular departments with the understanding that all faculty will teach in extension as part of their regular duties, are increasingly common.

> I think in due time we will develop a Michigan State type of organization, by which I mean essentially that there will be within the University some number of full-time faculty members on the staffs of the various colleges but whose salaries will be paid for by Extension and for whose salaries we will obtain released time. If Joe Smith is in the History Department on the Extension payroll, Joe Smith may never teach a course or give a speech for Extension, but four other men from the department may give a quarter of their time. The system is based upon the idea of maintaining the close tie between the professional department or the discipline and the promotional or administrative phase of Extension, but doing it in such a way that the faculty member concerned remains a faculty member. If Michigan State took its sixty faculty in that category and put them all in the Kellogg Center in office space, in five years they would be valueless as chemists or historians or whatever they are.

A full-time separate evening or extension faculty has been advocated, but is found in very few institutions. The danger of isolation is the commonly cited objection.

> On the premise that jobs are best done by persons who have primary responsibility for the jobs, the most desirable and most practicable solution to the problems of the evening college, and the simplest means of unraveling the complexity of its difficult issues, is through the establishment of an evening college faculty whose members will both deserve and enjoy the same individual status as other faculty members of the institution and which will exercise the same legislative jurisdiction as other faculties, such a faculty will be a core, a nucleus around which the program can be built. There will still be teachers from the day college and lecturers from off-campus. However, here will be a core of regular university faculty members whose sole responsibility will be the quality of the evening program and whose academic future and reputations will hinge upon the judgment of their peers with respect to the quality of the evening program.

> In a typical evening college situation, important academic decisions are made by a group neither connected with, nor responsible for, the evening college. Indeed the majority of the day faculty may not even teach in the evening college. On the other hand, implementation of decisions is entirely or largely in the hands of administrative personnel who are not responsible to the faculty which made the decisions and in the hands of part-time, off-campus teachers who may have a greater sense of responsibility to the evening college administrator than to the day faculty. Such divided authority is not conducive to problem-solving, and purpose, standards, and status will not be clarified until authority and responsibility reside in one source; namely, an evening college faculty.
>
> ...the possession of a full-time faculty by the evening college may be important in promoting an even greater degree of isolation than it now has. Some isolation is inevitable at best. Classes meet at night; thus many day college people know only by hearsay or not at all what is going on. If the evening college furthers this isolation by having a separate faculty, it stands a good chance to miss entirely what it most desires and needs, the co-operation and understanding of other colleges on the campus.

Part-time, non-faculty teachers are extensively used, especially in non-credit programs and in urban areas where qualified people are easily found. Their appointment is usually subject to approval of the relevant academic department.

> Among urban universities, the practice of employing part-time teachers is widespread...However, there is also wide variability among both large and small universities in the ways in which part-time faculty members are used. In general, part-time faculty members appear to be selected as "second best" (at least insofar as academic degree is concerned). This selection, because of inadequate recruitment policies, would seem to be a matter of choice, not necessity. It should also be noted that large universities use part-time personnel more extensively and more professionally than small universities.
>
> Surveys have shown that the great majority of academically trained specialists employed in non-academic institutions are found in industrial research and development laboratories. The concentration of this kind of personnel in these rapidly growing segments of American industry is also increasing at an accelerated rate.
>
> Many of the problems in the use of part-time teachers might be obviated if adequate mechanisms for selection, preparation, supervision, and evaluation existed. In none of the institutions visited did either the departments or the evening division appear to have a consciously arrived at, continuous plan of selection, preparation, supervision or evaluation.

Faculty time is seldom assigned for curriculum development and other non-teaching duties.

> University faculty members who teach in the evening program do not typically perform any further duties for the adult division. With a few noteworthy exceptions, evening colleges simply have no faculty time and talent available for planning their educational program.
>
> There seems to be little evidence that the part-time teacher was encouraged to utilize his professional competence in curriculum planning or other professional activities, that he was taken into the faculty as a professional equal, or that he was treated by the university administration as a valuable professional asset.

Faculty orientation, training and evaluation are rudimentary.

> Though a number of evening colleges have developed orientation procedures which include faculty seminars on teaching adults or even residential retreats for faculty members, the typical orientation program is apparently little more than a meeting between the new recruit and the dean, supplemented by the provision of a faculty manual. The newcomer is then dependent on his own ingenuity or learns the ropes by informal interaction with his colleagues and his students.

Salaries and other incentives to teach in the adult program are poor.

> One can well understand why a young man does not want to get into Extension, to accept overload payment, to travel long distances, to become involved in problems which do not further his career. There is going to have to be a new reward system to modify the present hostile attitude of many faculties toward the Extension principle.
>
> These faculties are becoming less and less interested in the evening college operation because of two trends in current academic life, one unfortunate, one admirable. The latter is the higher salaries paid throughout higher education. Evening colleges, at least in the better universities, are finding it increasingly difficult to recruit faculty from the day schools and colleges because such faculty are no longer hungry or hurting for shoes for the kids...The growing concern with research is the other trend which is hacking away at the never very strong faculty interest in evening college teaching. Any young promotion and recognition comes not from teaching, regardless of how much deans and presidents extol it.
>
> ...there is no valid educational reason for the differences on and off campus in instructors' salary and status, and such invidious distinctions cannot fail to have their effect on the quality of teaching. When extension courses are taught by regular day faculty, we recommend that they be made a regular rotating portion of each faculty member's teaching load, with no extra pay. When there are full-time extension teachers, we recommend that the same professional qualifications be demanded of them, and that they be paid on the same scale as their main-campus colleagues.

Behout, 7, 34-39
Carey, 18, 39-43
Carey, 19, 127-143
Daigneault, 31
DeCrow, 33, 36-45
Diekhoff, 38, 19-30
Dyer, 40, 112-137
Gowin, 50
Roth, 114, 79-94
Taylor, 126, 94-126

Q. ADULT EDUCATION ADMINISTRATORS

As yet, there are few established career lines which can attract outstanding people and contain their talents through a long career. The evening college or extension dean has a hard job, plagued with complex problems and frustrations, though offering exciting opportunities for service. Compensation is modest, even by university standards. Most administrators come from other university posts. Turn over is high.

> The evening college may be the last stand of the true administrative leader. Deans, provosts, and presidents have long since lost much of their power and a good deal of their influence to their faculties. In my opinion, this represents a loss to higher education, but administrators are unlikely to regain the educational leadership they once exercised. But the leaders of evening colleges, as Dyer points out, can still "affect the direction of their own future".

> It is almost a paradoxical situation to realize, on the one hand, that the formulation and actualization of adult evening college educational programs depend almost wholly on the dean and then to discover, on the other hand, that he has had little or no previous training or experience in the field. Evening college deans do not come from the field of adult education, or even "education." The great majority of them come from day college teaching positions, with economics and business subjects leading the field and English running close behind. The second most important source is other administrative positions in the university, with registrar out ahead.

> It is in the comprehensive state universities, with their very large programs of service, that career lines within higher adult education have been most clearly developed.

> There is altogether too much coming and going of deans and other AUEC staff members. The problems of the future are complicated long-term problems. People are needed who will persist in the work over a long period of time. They should be imaginative; they should become skillful administrators; and, in my opinion, they should be trained to be educators.

> The typical public junior college adult education administrator of this study was a male; was 40 to 59 years of age; was as likely to have been a teacher as a college administrator before moving into his present position; had not recently been a graduate student; was hired from within the institution or from schools of below college level; had at least a master's degree; and received his more advanced degree in either education or administration since 1949.

Few evening and extension deans are professional adult educators, but these are increasing as graduate training programs develop in the field.

> To the specialist in continuing education, the various ways in which subject matter may be organized and presented pose not only a challenge but an opportunity for creative and imaginative use of communication tools in disseminating new knowledge and research...Today University Extension has relieved academic departments of the inceptive responsibilities of continuing education and is, instead, using their scholarly contributions with greater efficacy.
>
> The crux of the problem is not to have more and more people in adult education with doctorates, though this will undoubtedly be the case. The essential point is that we must have among our number more people who have an understanding of the changes described by Clark, and of their larger consequences for society; who have a love for the arts and for ideas; who have a substantive background in one of the major fields of intellectual inquiry and yet are generalists, capable of engaging in the reconstruction and integration of ideas for the broader public.

Since the chief administrators vitally affect policy and program, they have been studied with interest. Carey has suggested a division of "cosmopolitans" and "locals" and a typology of personality types typically encountered.

> Local and cosmopolitan orientations cannot be simply related to the kind of person the job recruits or his background, although these things do hint at the orientation. The essential ingredient in both orientations is the kind of personal involvement: the local person is more the time server and his commitment is to the various personalities involved in his institution and local community. The personal involvement of the cosmopolitan is with his job and with a group of professional experts who are located all over the country.
>
> The Scholar. This is the respondent who has been trained in a liberal arts discipline, usually has a doctorate, and sees his present post as a temporary one. He usually comes from a faculty and longs to return. He is interested in quality offerings and standards. The locally oriented scholar has a very limited view of what he should be doing. He primarily emphasizes work with a remedial public. The sophisticated scholar feels his inadequacies keenly and would like to do more but he doesn't know how.
>
> The Businessman. This administrator is more likely to appear in an evening college and usually, though not necessarily, comes from a business administration background. He does not have a doctorate... His language is saturated with business terminology: "consumer," "selling," "packaging," "I'll buy that." Essentially, this is a way of looking at the job rather than identifying a particular public...

> *The Social Worker*. This administrator usually comes from the field of education. He is more likely to appear in extension divisions than in the evening colleges. If he has a doctorate, he is more likely to have broader loyalties than if he does not. If local, he generally has a religious fervor concerning his community and its "needs," although in practice this works out to "giving them what they want." The sophisticated social worker type has a clearer picture of his response to community needs. He is more selective in reacting to local demands. Again the language used here suggests the outlook. Social workers talk a good deal about the "community," "wants," "needs," and usually have a strong interest in counseling and guidance. Essentially, their interest is in adjusting the individual to the social order as it is...
>
> *The Civil Service Administrator*. This dean was rare. He was usually an oldtimer and locally oriented. His training was apt to be in engineering, higher education administration, or public administration. He was not likely to have a doctorate. His preoccupation was with his division and his university as a hydraulic system. He was quite rules-conscious and talked about "flow," "blockage," and the like. He was interested in expanding his operation - especially the physical plant. This administrator presided over a bureaucracy characterized by many meetings, forms, memos, elaborate regulations, and protocol. There was much concern with channels of communication. The theme coming through the interviews is one of *efficiency*.
>
> The dean sees himself as an efficiency expert or time-and-motion-study man.

AUEC Salary Survey, 6
Carey, 18, 39-43
Carey, 19, 127-143
Daigneault, 31, 21-41
DeCrow, 33, 46-49
Schroeder, 116

R. FINANCIAL SUPPORT OF HIGHER ADULT EDUCATION

Heavy dependence on student tuition leads to "market economy", lack of funds for program development, and elimination of programs and clientele of great social consequence.

> In general, extension divisions and evening colleges are required to pay their own way or at least to break even. In some of the less well-endowed institutions, adult education in fact acts as a moneymaking operation for the university as a whole...The pressure to make money or break even, which is prevalent in both the evening college and the extension division, unquestionably has a deleterious effect on adult education in general and on liberal adult education in particular. ...With almost no experimental funds, there is an invevitable tendency to use the courses of the day departments without change... Second, the pressure to make money leads to an emphasis on courses that are certain to have a large enrollment. This means a de-emphasis of non-credit and liberal education on the one hand, a stress on credit and vocational programs on the other.

> I noticed, for instance, in a number of racially mixed areas, how few Negroes attended extension classes. It was suggested that this was simply because the Negroes had not attained, in sufficient numbers, the educational background to fit them for these courses...Might it not be that Negroes, in the main, are amongst the poorer elements of the population, and are simply unable to pay the fees? One director frankly admitted that it was the high fees he was compelled to charge which kept Negro enrollment to less than 5% of his total students in a city where Negroes constituted 20% of the population.
>
> When a university adult education program appears to be self supporting, one can guess that one of two things has happened, that there is involved considerable, of what we are inclined to call on this campus, "chinese bookkeeping," in which certain costs are carefully hidden, or the program under discussion is one which, for other reasons, a university should not sponsor in any event.

State support of general extension has made it somewhat less dependent on student income than the university evening colleges, which almost without exception are self supporting and very often make a 'profit.'

> The financial condition of the extension divisions seems generally better than that of the evening colleges. State aid is the determining factor...The state, by subsidizing the university as a whole, takes pressure to produce income off the extension division. The state university knows that it will be in existence next year regardless of any change in the political control of the legislature. Under these conditions, the university may not expect the extension division to make money to support the institution as a whole. However, it is quite clear that the extension division, like the evening college, is expected to pay its own way in almost all of its endeavors.
>
> All the people of the State benefit as a consequence of the greater productivity which results from the greater contribution of those who directly take advantage of Extension programs. Therefore, a reasonable criterion for determining the level of State support would be that amount of investment which maximizes the overall gain to the State. Because this is difficult to assess, one result is an understandable tendency to underinvest.

There is little reliable information on amount of state subsidy of extension from state to state or on the policies underlying the provision of support. State support for university extension has in many cases been reduced in recent years as the competition for educational funds grows more intense.

> California has undergone in recent years a slow and pervasive restrictive change in the state's financial policy for adult education...

> Policy makers have had little opportunity, in making these decisions, to examine the policies and experiences of other parts of the country. The Dean of University of California Extension is unable to buttress his arguments for higher adult education with comparative policies and experiences of other states. Of equal importance is the impact in other state legislatures of changes occurring in California public policies for financing adult education. I am aware, for example, that certain other state legislatures are already suggesting more restrictive changes following the pattern of California.

Cooperative Extension, funded jointly by federal, state and local levels, has a tradition of free services. General extension must charge relatively large fees. Public expectations of the university are therefore confused and coordination of these two services made difficult.

There is practically no endowment support for any part of higher adult education.

University faculty members provide a massive subsidy to evening and extension programs by teaching on "overload" rates drastically lower than their regular salaries.

"Contract" educational services to the federal government (Peace Corps, armed forces, Headstart, etc.), to professional associations and, especially, to business and industry have grown enormously in the post war period. Policy questions arise related to appropriateness of the programs and to effective faculty control of such educational programs.

Foundation support of higher adult education is selective in purpose. The Ford Foundation (urban extension), the Carnegie Corporation (NORC participation study, reviews of correspondence study and university adult education, education of women, special adult degree programs), Kellogg Foundation (capital funds for residential centers, research and training in residential education), and the Fund for Adult Education (ETV, liberal education, CSLEA) have been the most active.

Federal support for community related extension programs has been established by Title I of the Higher Education Act. This and other federal programs may provide important support, and especially, stimulus in the future.

Budget and accounting procedures are entirely lacking in uniformity or even clarity. From this fact stem many problems: difficulty in coordination and control of programs; budget officers tend to become policy makers; cost projections become difficult.

> University budget officers have more discretion in interpreting policy than is generally thought. They not only implement policy, they interpret it. Budget officers are critical figures in determining what the adult division does when they have some discretion. They are likely to see the adult enterprise as more of a business organization and deal with it in terms of a profit and loss mentality because of university traditions regarding adult education subsidation.

> ...it would be useful to establish an accounting system from which university administrators could learn what it is doing in adult education, at what cost, with what changes from past years, and so on. It is necessary, in a word, to recognize the total extension function as a meaningful concept, an entity of which the activities of the general-extension division sometimes make up no more than half.

> One way in which such investment in program development may be viewed is in terms of the lag between an expenditure and the income which is derived from it. Thus, the cost for a course this year in reality should be attributable to the income derived from offering it in its Nth year. If enrollment growth has occurred, expenditure and the income this year is capital expenditure. It should not be regarded as an expense which is unrecovered.

AEA, 2
Carey, 19, 72-95
English, 41
Ford Foundation, 43
Fund for Adult Education, 45
Ohio Board of Regents, 108
Petersen, 111, 116-120; 141-147
Serbein, 117, 5-11
Sheats, 119
Wientge, 135

S. STUDENT SERVICES: COUNSELING; LIBRARY PROVISION, FINANCIAL AID

In general, counseling of evening and extension students is confined to planning educational programs and is done by the teaching and administrative staff. Increasingly, however, especially trained persons are designated for this task. Vocational and personal counseling may be provided and is extended, in a few cases, to all adults in the community. Counseling looms large in the new programs for women. An association of evening personnel officers has been formed.

> In her study of counseling, student activities and services in the AUEC institutions, Martha Farmer discovered that her 93 respondents fell into four categories based on their degree of activity in student personnel services.
>
> 31 have well developed student personnel and student activity programs
> 19 have partially developed student personnel and student activity programs.

> 16 have joint day-evening student personnel and student activity programs
> 27 have no student personnel and student activity programs

> ...in describing this Counseling Center I have implied several things--but let me spell them out to make sure they are clear. (1) Most of these mentioned services should be available to all adults of the community, not just currently enrolled students. (2) The counselors should be professionally trained not only as counselors, but also trained as adult educators, and should be informed citizens of their community and their university. (3) The counselors should be responsible for, and capable of, a close, continuing and effective liaison with centralized university units important to adult student life, e.g., the Admissions Office, Graduate School, various Academic Deans' Offices, etc.

ON-campus part-time adult students typically share the library with the "regular" students. Some institutions have special collections in the adult division. Package libraries are used in extension. Extension students lay a strain on public library facilities; formal or informal cooperation with public libraries is sometimes worked out.

> Most evening college work is done on the campus of the university; a great part of the program is typically very similar to that of the residence divisions of the university. It is not surprising, then, that in 90 institutions no special book provision is made for evening students, for they use the university library on the same terms as any other students. In 15 colleges a basic book collection is maintained for the evening students. Thirty-nine have cooperative arrangements with public libraries.

Part-time students are not full-time students largely because of financial pressure. Yet there is little help for the adult student. He cannot qualify for most of the scholarships given by the university. He can receive federal loans only under certain conditions and that only after a determined political campaign by AUEC and the evening students themselves.

> Cleveland College is in a sense a poor man's college - a college for those who cannot afford full-time study but must support themselves (and their families) by full-time employment while they pursue part-time study. But it is a high cost college...relative to the earnings of its potential students. In effect the student buys his education on the installment plan over a period of ten years at a cost of about $540 a year.

> Evening part-time students labor under a disadvantage in that they typically cannot qualify for most scholarships dispensed by their universities. Evening deans have stirred action to improve this situation and 38 report that they now have some scholarships available to evening students. Tuition loans are provided by 33 institutions, but they benefit only a small part of the student body. In

> only one school were more than 15% of the students attending with the help of loans, and in most cases far less than this benefited. Seventy AUEC schools allow delayed or installment payment of tuition. It appears that this provision is helpful to a great number of students.

> The President and the Executive Committee of the Council of Graduate Schools, as we have seen, while favoring federal aid for full-time students, oppose it for part-time students. The American Council on Education did not include part-time students in its position paper on federal aid to college students.

Tuition remission plans in business, government agencies, etc. are enormously helpful to adult part-time students. These plans are concentrated in larger companies and in vocational courses. Released time plans are of little benefit to adult students.

> One of the most common devices to encourage workers to further education is company payment of tuition. The plans and formulae by which various companies accomplish this are diverse, ranging from petty schemes which guarantee payment only after the student has successfully completed the course with a high grade, to some very enlightened plans which provide extra payment to the university in recognition of the fact that tuition never covers all educational costs.

> An analysis of the twelve institutions which have 50% or more of their students on tuition remission plans and of the 15 in which these plans have greatly increased in recent years, suggests that these institutions tend to have high enrollments in business and engineering.

> Larger companies are much more likely than smaller ones to provide educational benefits for their employees...quite similar trends may be noted for both reimbursement plans and training programs...these results indicate quite clearly that very few small businesses provide any kind of educational benefits for their employees.

AEA,2
Clark and Sloan, 23
Clark and Sloan, 24
DeCrow, 33
Deters, 37
Serbein, 117
Wientge, 135
Winters, 136

T. PHYSICAL FACILITIES

We find practically nothing of any consequence in the literature on this seemingly important subject. Most university adult education uses regular campus facilities. Many adult divisions also use downtown locations more accessible to the students. Off-campus courses are in university owned classroom buildings, or, much more often, in local school buildings.

> On the whole, facilities used by extension organizations were those not needed for other purposes by the university or they were provided by local communities and not primarily constructed for use in adult education. During the past decade, however, many university extension organizations have been able to purchase or to build various types of facilities, wither constructed or remodeled in such a way as to be highly effective for their purposes.

The Kellogg residential centers are outstanding examples of buildings especially designed for adult education.

Carey suggests that buildings and other physical facilities have an important symbolic value to the adult division.

> A...crucial element in the evening division's autonomy seems to be the number of conference centers, off-campus holdings and residential meeting places an evening division has.
>
> One important clue to the position of any unit in the university social system is how much equipment it has. Because the adult division in the university does not have a corner on certain skills which it transmits, it cannot develop a large physical plant (say as the medical school does). I would suggest that to the extent the evening division does add more classrooms, lounges, bookstores and separate buildings the division increases in power in the university.

AEA, 3
Carey, 18, 52-62

Conference of Administraive Offices, 27, 45-47
Kellogg Foundation, 70

U. COORDINATION OF EFFORT IN UNIVERSITY LEVEL ADULT EDUCATION

Coordination within the university.

Problems of coordination of adult education activities in various parts of the university have been noted in various parts of this review. Despite all efforts at centralization in a strong evening college or extension division, new activities will emerge almost spontaneously from federal grants for special programs (e.g., NDEA institutes for science teachers), from the consultation work of individual faculty members, from service requests directed to professional schools, etc.

Though seemingly unconnected, these diverse activities soon begin to interact in troublesome ways, for example in competition for client groups, for space, and, especially, for faculty time. As an example of how these activities affect each other, Whipple mentions the drastic effect on some evening colleges in the post-war period when their university Schools of Business decided to operate continuing education programs themselves, thus taking revenue courses from the evening college.

Carey notes the lack of clearly stated policies in many institutions and the absence of budget making and other administrative devices which enable university presidents to see adult education activities as a whole and to monitor new ones as they arise. One response to these problems has been the appointment of Vice-Presidents or other high level administrators especially responsible for continuing education.

Cooperative and General Extension

The necessity and the advantages of closer collaboration between general and agricultural extension where they exist together are so obvious that general university administrators and extension directors have set their minds to the complex problems involved.

The factors involved defy any easy summary, but the problems stem from such things as: the massive rural to urban population movement; the very success of agricultural extension in improving farm technology; drastic differences in methods, tradition and "spirit" of the two services; different funding methods, resulting in a free service pattern in one versus a cost basis in the other; the deep involvement of Cooperative Extension with various groups and with politics at the local and county level; entrenchment, dedication and the existence of proud persons; movement of ag extension into urban areas and into new subject areas; need for large scale re-training of personnel; etc.

Various approaches to closer coordination are discussed in the literature: (1) gradual, long term development of communication and cooperation through joint staff meetings, seminars, etc.; (2) efforts to contain Cooperative Extension within its traditional areas of agriculture and home economics; (3) formal agreements to maintain each service permanently, but with closer coordination; (4) experiments with collaboration in a particular county or region in quest of a viable pattern which may emerge from the lowest service levels; (5) out and out amalgamation. The last alternative has been followed in states where one or the other service was weak, but also in states where both services were as strong and effective as any in the country.

Endless discussion and constant reference to this movement toward realignment of these two great wings of university adult education show how important extension administrators think it is. Rovetch's section of the Petersens' book is still, perhaps, the best general introduction.

Local, state and regional cooperation.

In any locality many agencies and institutions are presenting adult education programs. In none of these agencies, however, is adult education the major or only purpose of the sponsors. Each program, then, stems from the special subjects, problems, or level of particular concern to its sponsor. The result is a diverse array, often an extensive array, of uncoordinated offerings.

informal communication and cooperation between local adult educators suffices to keep out grossly uneconomical duplication. The pressing problem, as White and others have pointed out, is the total absence of many types and levels of programs needed by parts of the adult population whose educational needs are presently neglected. Coordinating efforts of local adult education councils, though important in some cities, have not solved this problem. This leads some observers to suggest program coordination by focusing on the personal needs of adults and on the manpower development needs or other social imperative of a given locality.

An adult counseling center has been suggested. It would diagnose educational needs of adults and refer them to appropriate programs in the community. The notion of an "adult college" also emerges, to coordinate and insure best use of presently available programs and stimulate cooperative program development.

In large cities the coordination of higher adult education grows complex. In general, large American cities have not been well served by state supported universities; cities have certainly never received their share of extension services. In some cities municipal colleges are active, but in many others private institutions have supplied most of the continuing education opportunities. Private colleges, including many Catholic supported institutions, have found this work feasible because population density makes large credit, sometimes even non-credit, programs self supporting or profitable.

As state universities move to more effective service to large urban areas, we may see adjustments leading to sharper definition of roles in private and public institutions and to closer coordination of their adult education activities.

Even now, evening colleges and some extension divisions are adjusting to the presence of new publically supported junior and community colleges. If active in adult education or "extended day" programs, these new institutions cause an immediate drop in undergraduate enrollment in the evening programs of the senior institutions. Very shortly, however, the junior colleges feed their graduates into the upper level courses of the evening college. This, in part, accounts for the vast increase in graduate course enrollments in AUEC-NUEA member institutions. AUEC has recently voted to welcome junior college adult educators to membership, so we may look forward to closer relations between these two parts of university adult education.

At the state-wide level, concern about coordination fixes more closely on the publically supported institutions. McConnell and others document major trends in American public higher education, all of which affect higher adult education now and in the long run: (1) the growth and elaboration of functions within large universities; (2) differentiation and clearer definitions of purpose among types of higher education institutions --junior and technical colleges, four year colleges, universities; (3) the emergence of new patterns or models of excellence in higher education.

Consider, for example, how the third of these developments might influence university adult education. What Riesman has called "the snake dance of

American higher education", in which every university blindly seeks greatness in one pattern based on scholarship and research, is probably being broken up. If a few universities elect excellence in adult education as a possible path to glory, we may see great programs emerge to enliven the whole field, as the Chicago and Wisconsin models did in the early history of university extension. On the other hand, if the major state universities, now so active in extension, choose to become graduate and research oriented institutions, we may expect their extension functions to be closely scrutinized.

California is constantly cited as an example of the range of problems being encountered in one form or another in many states. There we see a system of universities working with a parallel system of state colleges plus a well developed junior college network. How can extension activities be apportioned most efficiently to the various levels in this complex system; especially, how can this be worked out in the massive programs serving the teachers in the state? Other problems relate to: insuring equal access to facilities, since service is related to distance from point of provision; fee policies which will adequately support each activity and minimize jousting for clientele groups; finding a rational basis for state support of the various parts of the system with budget or accounting devices to implement the policies; finding a way to insure that educational needs of adults are not completely lost in the scuffle of competing power and political groups.

As undergraduate enrollment and all costs of higher education soar, state legislatures and other policy making bodies in recent years have called for voluntary coordination of extension activities or have initiated action to force cooperative policy making.

Discussion of all these matters is circumspect in the published literature. We see, however, some developments which lead us to judge that access to higher education is growing more difficult for the part-time adult student. State support of extension has been reduced in some states; full matriculation of students in credit courses has become a requirement in some cases; a distinction between credit and "extension credit" has been introduced; downtown centers of some urban universities have been abandoned; etc.

These actions are often introduced as measures to get the entire university more actively and appropriately involved in adult education, so their long-range effect may well be beneficial. And, despite all shortages of space, money and faculty, participation in all parts of university adult education continues to increase rapidly.

For many years university extension divisions have operated "extension centers" in several of the states. These centers typically give the first two years of college work and may or may not be active in adult education and community service. Whether these centers serve the adult part-time student as well as the locally controlled junior college, for which they seem a substitute, needs examination. Several of these extension center systems have in recent years been separated from the general extension divisions and made into separate administrative structures.

Federally supported programs will likely give further impetus to state-wide coordination. Title I of the Higher Education Act, for example, requires a state plan involving all interested colleges and universities, public or private.

At the regional level, organizations such as the Committee on Inter-institutional Cooperation of the midwest universities, the Southern Regional Education Board and others facilitate cooperation in higher education. Some of these, especially the SREB, have held conferences on adult education problems of mutual interest, worked to encourage ETV and toward the establishment of adult education training programs.

The Kellogg Foundation grant for a New England regional residential center shows the interest of foundations in supporting such cooperation.

Coordination with non-university programs.

Quite apart from the very heavy demands they have made on all parts of higher education in the post-war period, other major institutions in American society are now themselves sponsoring enormous educational programs. The participation data from Johnstone's 1962 study and the work of Clark and Sloan in business and the military are finally bringing this development to attention.

Using a reasonable definition of education, Johnstone discovered 3,260,000 adults pursueing education under church sponsorship; 2,240,000 in programs sponsored by a wide range of community organizations; 1,860,000 in business and industry; 1,120,000 in private schools; 1,050,000 in government agencies at all levels, with an additional 480,000 receiving training in the armed forces.

Several authors at once raise the question, "Does this represent a great failure of the formal educational system at all levels to meet the educational needs of adults?"

An alternative possibility is that this education is so specialized and so closely allied to the particular purposes of the sponsoring agencies that it is more appropriately and economically provided outside the formal educational system. There is, perhaps, some evidence for this in the Johnstone data: 79% of the courses in business and industry are in vocational subjects; 42% of the government sponsored and 52% of the armed forces' courses are vocational; churches concentrate on religion, private schools on recreation, etc.

Nonetheless, the same Johnstone data show a substantial scattering, and the more detailed studies of Clark and Sloan show that business, industry and the armed forces are themselves supplying educational programs which differ little from similar programs in colleges and universities. Thus a basic question relates to how these programs can be channeled to colleges and universities or to other appropriate agencies in a way that maximizes use of the nation's educational resources.

This is not just a long-range theoretical problem, for business, industry, government agencies, etc. are in competition for faculty time. They are in a position to offer lavish stipends to university faculty members, in part because public subsidy of these programs in the form of tax deductions supports them at a higher level than similar programs given by state supported universities.

Direct competition from commercial enterprises is still another possibility looming for the future. Even now, law degrees may be obtained from commercial correspondence schools. They are not accredited or fully recognized, to be sure, but they have apparently served their purpose. Various companies have become government contractors in operating poverty related programs such as the Job Corp centers. If credit and degrees by examination become feasible, we may confidently expect full college curricula to be offered immediately in correspondence programs. Are these developments to be condemned because they involve profit making? Even if they are excellent educational programs, as some commercial offerings have been?

In general, we can report that the literature we have reviewed is sufficient to raise questions of this type in thoughtful readers. Few of these coordination problems, however, are laid out for detailed examination in the documents we have encountered.

AEA, 2
Aspen Institute, 5
Clark and Sloan, 23
Clark and Sloan, 24
Houle, 60, p26-30
Houle, 61
Johnstone, 66, p272-382
Knowles, 71, p157-246
Martin, 86
Ohio Board of Regents, 108
Rovetch, 115
Serbein, 117
Shannon, 118, p43-64
Thornton, 128
U.S. Civil Service, 130

V. KEEPING UP WITH THE LITERATURE OF HIGHER ADULT EDUCATION

University administrators who regularly attend to the major books and periodicals in higher education will *not*, thereby, keep themselves informed on higher *adult* education. We have established this fact by reviewing the periodicals and major book publications of the past several years.

Those who have interest or responsibility in this field should receive and *scan* the following items.

Association of University Evening Colleges. *Newsletters* and *Proceedings*.
c/o Gurth Abercrombie, Northeastern University, 360 Huntington Ave., Boston, Massachusetts.

National University Extension Association. *Spectator* (newsletter) and *Proceedings*. 1820 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Junior College Journal.
1315 Sixteenth Street, N.W., Washington, D.C. 20036

Journal of Cooperative Extension.
Extension Journal, Inc. Agrucultural Hall, University of Wisconsin, Madison, Wisconsin 53706.

Center for the Study of Liberal Education for Adults. Continuing Education for Adults. (newsletter) and annual series of publications.
138 Mountfort Street, Brookline, Massachusetts 02146.

Adult Education Association of the USA. Adult Education and a newsletter soon to be announced on federal legislation affecting adult education.
1225 Nineteenth Street, N.W., Washington, D.C. 20036.

Extension Service Review.
Government Printing Office, Washington, D.C. 20025.

Special assistance may be obtained from the ERIC Clearinghouse on Adult Education, 107 Roney Lane, Syracuse, New York, 13210, Roger DeCrow, Director; and in liberal education from Mrs. Sandra Shiffman, Center for the Study of Liberal Education for Adults, 138 Mountfort Street, Brookline, Massachusetts 02146